DOCUMENT RESUME

ED 293 002 CE 049 950

TITLE	NC-DECA Management and Operations Guide.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE	87
NOTE	107p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Business Education; *Distributive Education; Educational Resources; Guidelines; Learning Activities; *Marketing; Parliamentary Procedures; *Program Development; *Program Implementation; Publicity; Secondary Education; *Student Organizations; Vocational Education
IDENTIFIERS	*Distributive Education Clubs of America

ABSTRACT

This handbook was prepared to give both teachers and students basic background information about the Distributive Education Clubs of America (DECA). Included are handouts, transparency masters, and suggested activities for implementing DECA on the local level. The first six sections of the guide cover the following: integrating DECA into marketing education; the role of the DECA advisor; operating and managing a local DECA chapter; orienting students to DECA; organizing the DECA chapter; and promoting DECA. A brief activities section consisting of a word search and key and a quiz on DECA orientation, and a bibliography of DECA-related materials conclude the document. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED293002

CE049950

NC-DECA
Management and Operations Guide

Marketing Education
Division of Vocational Education
North Carolina Department of
Public Instruction

1987

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E Brumback

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Activities and procedures within the Division of Vocational Eduction are governed by the philosophy of simple fairness to all. Therefore, the policy of the Division is that all operations will be performed without regard to race, sex, color, national origin, or handicap.

Table of Contents

OVERVIEW 1

INTEGRATING DECA INTO MARKETING EDUCATION 2

ROLE OF THE DECA ADVISOR 3

OPERATING AND MANAGING A LOCAL DECA CHAPTER 4

ORIENTING STUDENTS TO DECA 9
- Welcome to the World of DECA 10
- DECA General Information 11
- Purposes of DECA 12
- Benefits DECA Provides 14
- For Your Information: DECA Facts and Terminology 15
- DECA Tagline 17
- Divisions of DECA 18
- Levels of DECA 19
- DECA Regions 20
- North Carolina DECA Districts 21
- Vocational Student Organizations in North Carolina 22
- DECA Conferences 23
- Purposes of DECA Competitive Events 26
- Competency-Based Competitive Events 28
- Individual Competency-Based Written Events 32
- DECA Chapter Competitive Events 33
- Merit Awards Program 36
- Preparing for DECA Competitive Events 38

ORGANIZING THE DECA CHAPTER 39
- Organizing a Local DECA Chapter 40
- Typical High School DECA Organizational Plans 41
- Duties and Conduct of DECA Officers 45
- Leadership Development 49
- Characteristics of Leaders 50
- Officer Agreement 51
- Election and Training of DECA Officers 52
- Conducting Chapter Meetings 53
- Chapter Officer Respnsibilities in Conducting a Chapter Meeting 54
- Sample Minutes of a DECA Chapter Meeting 55
- Suggested Officer Installation 56
- Presentation of Emblem Ceremony 58
- Parliamentary Procedure Guide 60
- Planning a Program of Work 63
- Sample Program of Work 65
- Program of Work (Example #2) 67
- DECA Chapter Committees 69
- DECA Chapter Committees-School Year 70
- Program of Work Activitity Sheet 71

PROMOTING DECA 72
Public Relations for Marketing Education and DECA 73
Public Relations Efforts for Specific Groups 74
Public Relations with Parents of Marketing Education Students 76
Public Relations with Marketing Education Employers 77
Sample Letter to Training Sponsors 78
Public Relations with Various Other Groups 79
Planning and Publicizing DECA Special Events 81
Checklist for Planning Special DECA Events 83
Planning DECA Chapter Activities 84
Special Events to Publicize Marketing Education and DECA 85
Outline for Presentation on Marketing Education 87
Sample Mayor's Proclamation 89
Broadcast Media Tips 90
Sample Radio Scripts 91

ACTIVITIES 92
Word Search 93
Word Search Key 94
Quiz: DECA Orientation 95

BIBLIOGRAPHY 97

Overview

DECA is the co-curricular vocational student organization for marketing students. This organization is an integral part of the instructional program and should be an effective student motivator that creates learning opportunities in leadership, civic consciousness, social intelligence, and vocational understanding.

The DECA chapter's activities should supplement, complement, and strengthen classroom instruction. Along with classroom instruction and the cooperative education experience, DECA activities give greater scope and depth to the total instructional program.

DECA is a significant public relations component for the total Marketing Education program. The local, state, and national organization provide opportunities for transmitting the learning outcomes of Marketing Education to parents, the school population, and business community. The competency-based competitive events provide a method for demonstrating occupational competence. DECA activities provide learning situations which can improve knowledge, increase skills, and shape acceptable attitudes that will advance the student's career in marketing.

To complement this publication, you should also refer to *Using Vocational Student Organization Projects as Instructional Methodology for the N. C. Marketing Education Curriculum* (Clanton, 1986) which lists the various competencies being taught in Marketing Education classes and being learned by students as they engage in various DECA projects and activities. In addition, the Bibliography of this publication lists various other sources that would be beneficial in the successful operation of a DECA program. The next two pages present ways that you can use to effectively integrate DECA into your Marketing Education program and describe your role as the DECA Advisor.

The purpose of this handbook is to give both teachers and students basic background information about DECA. Included are handouts, transparency masters, and suggested activities. It is recommended that the instructor also include information about the specific organization and operation of the local DECA chapter. It is hoped that you will have students apply the information contained in this guide by actually electing chapter officers, planning the chapter's Program of Work, conducting chapter meetings, and promoting the Marketing Education program. You will find that a strong DECA chapter strengthens your entire Marketing Education program and serves as an excellent vehicle to promote your program.

Richard Clodfelter
East Mecklenburg High School

Integrating DECA Into Marketing Education

The DECA program of activities can complement, supplement, and strengthen the instructional program of Marketing Education. Combined with classroom instruction and significant projects, the DECA program of activities gives greater scope and depth to the total instructional program. Success in the field of marketing is dependent within an educationally oriented, student-centered program. The DECA program of activities provides an avenue for the enrichment of the instructional program through competitive events and activities planned by students under the guidance and direction of the DECA advisor(s).

Participation in the total program of activity can stimulate students' interest and impel them to excel in their studies, their occupations, and their careers. Many DECA activities provide learning situations which can improve knowledge, increase skills, and shape acceptable attitudes that will advance their careers in marketing.

When marketing education students emerge from any of the DECA activities with a better comprehension of the free enterprise system, and a broader understanding of their responsibilities to society in a free, competitive economy, the DECA program of activity will have served a worthwhile purpose.

Marketing Education teacher-coordinators can effectively use DECA

(1) to complement classroom and on-the-job instruction
(2) to encourage student responsibility
(3) to develop student leadership
(4) to develop and strengthen a close student-teacher rapport
(5) to motivate students to achieve excellence

Role of the DECA Advisor

The role of the teacher-coordinator as advisor for a local DECA chapter is recognized as a co-curricular responsibility whose principal value lies in use of the student organization as an instrument of teaching and motivation. YOU, as an active and involved DECA advisor, will be a major key to a successful DECA chapter. It is important that you recognize the benefits which may accrue to DECA members and that you provide encouragement and support to your DECA chapter through the following duties and responsibilities:

1. Develop a respect among DECA members for education in marketing as it contributes to occupational competence
2. Promote understanding and appreciation for the responsibilities of citizens in our private competitive enterprise system
3. Organize a DECA chapter and develop a program of appropriate student activities
4. Assist members in developing a Program of Work and guiding them to completion
5. Encourage all members to share the responsibility and work whereby doing their part to insure a successful program
6. Teach DECA members to use parliamentary procedure in group meetings
7. Plan DECA activities for Vocational Understanding, Social Intelligence, Civic Consciousness, and Leadership Development
8. Teach students to manage the financial affairs of the DECA organization and to keep adequate records
9. Prepare DECA members to hold office and to coordinate their activities while in office
10. Prepare DECA members for participating in competitive events at the local, state, and national levels
11. Plan and supervise local, district, and/or state DECA conferences
12. Manage the public relations activities for DECA at the local level
13. Coordinate DECA activities with sponsors of other student organizations in the school
14. Utilize the DECA chapter as a leadership training device
15. Keep abreast of new developments in DECA and call them to the attention of the members

Operating and Managing A Local DECA Chapter

I. Orienting Students to DECA	
A. Introduction	Show slides/photographs or other examples of past local DECA activites. Distribute Handouts: 1. "Welcome to the World of DECA" 2. "DECA General Information"
B. Explain value of DECA as part of Marketing Education program	Show Overheads: 1. "Purposes of DECA" 2. "Benefits DECA Provides"
C. Explain DECA Facts/Terminology	Distribute Handout: "For Your Information: DECA Facts and Terminology." These pages could serve as the first two pages of a DECA notebook that your students assemble during the year.
1. Emblem and Colors	
2. DECA Publications	Show examples of ***DECA Images*** and ***New Dimensions***
3. DECA Tagline	Show Overhead: "DECA Tagline"
4. Divisions of DECA	Distribute Handout: "Divisions of DECA"
5. Levels of DECA	Distribute Handout: "Levels of DECA" Show Overhead: "DECA Regions" Show Overhead: "N. C. DECA Districts"
6. History, Size, Scope of DECA	Discuss size of DECA on national, state, and local levels.
7. Other High School Vocational Youth Organizations	Distribute Handout: "Vocational Student Organizations in North Carolina"

II. DECA Conferences	
A. Objectives/Goals of Conferences	Distribute Handout: "DECA Conferences"
B. Types of DECA Conferences	Have students who have attended past conferences make presentations to classes or at a DECA meeting. If available, show NC-DECA Career Development video tape. Show "National Career Development Conference: Slide/Tape Presentation" which can be purchased from **DECA Related Materials.** Before attending DECA conferences during the year, consult ***"Using Vocational Student Organization Projects As Instructional Methodology for the N. C. Marketing Education Curriculum"*** for a list of competencies which may be taught or reinforced by having students participate in these conferences.
III. DECA Competitive Events	
A. Purposes	Show Overhead: "Purposes of DECA Competitive Events"
B. Types of Competitive Events	Have students who have participated in DECA competitive events make a presentation to classes or at a DECA meeting. If available, show NC-DECA video tape on CBCE competition.
1. CBCE Events	Distribute Handout: "Competency-Based Competitive Events." Show examples of events used in the past. Mock events and comprehensive exams can be purchased from **DECA Related Materials.** Examples can also be found in **NC-DECA Handbook.**
2. Written Events	Distribute Handout: "Individual Competency-Based Written Events." Show examples of written events. National winners may be purchased from **DECA Related Materials.** Guidelines for written event entries can be found in the **DECA Guide** mailed to each chapter in the fall from National DECA.

3. Chapter Events	Distribute Handout: "DECA Chapter Competitive Events."
4. Merit Awards	Distribute Handout: "Merit Awards Program." Distribute Handout "Preparing for DECA Competitive Events." Competencies which can be taught or reinforced for the following competitive events can be found in ***"Using Vocational Student Organization Projects As Instructional Methodology for the N. C. Marketing Education Curriculum"*** -- a. Merit Awards Program b. Learn and Earn Project c. Individual/Chapter Free Enterprise Project d. Civic Consciousness Project e. Crime Prevention Project
IV. Organizing the DECA Chapter	Discuss with students ways of organizing the local DECA chapter.
A. Organize Chapter	Show Overheads: "Typical High School DECA Organizational Plans." Decide upon most appropriate organization for local DECA chapter.
B. Elect/Train Officers	Distribute Handout: "Duties and Conduct of DECA Officers." Discuss characteristics needed in DECA officers. Distribute Handouts: "Leadership Development" and "Characteristics of Leaders." Have candidates complete application for office. May want to screen candidates before election based on interview and/or score on DECA Information test. Have candidates prepare and deliver speeches. Larger chapters may want to video tape speeches to be shown to various classes. After election of officers may want them to sign an "Officer Agreement" similar to the one provided in this guide. Provide training session for newly elected officers. Distribute Handouts: a. "Election and Training of DECA Officers" b. "Conducting Chapter Meetings" c. "Chapter Officer Responsibilities in Conducting a Chapter Meeting" d. "Sample Minutes of a DECA Chapter Meeting"

	Ask district or state DECA officers to assist in training of local officers.
	Have local officers attend Local Officers Training session if one is held on the district level.
3. Install Officers	Hold an installation ceremony for newly elected officers. Scripts for "Suggested Officer Installation" and "Presentation of Emblem Ceremony" are provided in this guide. This should be one of the first DECA meetings of the year.
4. Hold "Model" DECA Meeting	Distribute Handout: "Parliamentary Procedure Guide." Show filmstrip on conducting meetings and use of parliamentary procedure. Competencies which can be taught or reinforced through the following DECA activities can be found in ***"Using Vocational Student Organization Projects As Instructional Methodology for the N. C. Marketing Education Curriculum"*** -- a. Election of DECA Officers b. Officer Installation Ceremony c. Conducting a Chapter Meeting d. Host Chapter for District-Wide Officer Training e. Initiation Ceremony
C. Develop Program of Work	
1. Purposes	Distribute Handout: "Planning A Program of Work." Have students examine samples of Programs of Work found in this guide.
2. Plan Program of Work	Type and post Program of Work.
3. Establish DECA Committees and begin year's activities	Distribute Handout: "DECA Chapter Committees." Decide upon committees needed to accomplish Program of Work. Have DECA members sign up for a committee. Distribute to each member a list of each committee's responsibilities and members. A sample form can be found in this guide. Each committee should also be given a "Program of Work Activity Sheet" in order to effectively plan their activities.

V. Promoting the DECA Chapter

A. Public Relations for Marketing Education and DECA

1. Principles of Public Relations

2. Goals of Public Relations

Once your DECA chapter is organized and a Program of Work developed, every effort should be made to promote your DECA activities to appropriate groups. Such activities can be closely tied into the promotion units of all Marketing Education courses.

Competencies which can be taught or reinforced through the following DECA activities can be found in ***"Using Vocational Student Organization Projects As Instructional Methodology for the N. C. Marketing Education Curriculum"*** --

a. Parent Orientation Program
b. Employer Appreciation Activity
c. Community Involvement
d. National DECA Week
e. Fashion Show

3. Identification of Groups for Public Relations Efforts

a. Parents

b. Employers

c. Other Groups

4. Identifying Opportunities for Public Relations Efforts

The following information sheets are provided in this guide. They may be used as Handouts for all students or used with officers and/or committee chairpersons in planning projects--

a. "Public Relations for Marketing Education and DECA"
b. "Public Relations Efforts for Specific Groups"
c. "Public Relations with Parents of Marketing Education Students"
d. "Public Relations with Marketing Education Employers"
e. "Sample Letter to Training Sponsors"
f. "Public Relations with Various Other Groups"

B. Planning and Publicizing DECA Events

The following Handouts and information sheets may help your DECA members in planning activities for their Program of Work and then publicizing those events--

a. "Planning and Publicizing Special DECA Events"
b. "Checklist for Planning Special DECA Events"
d. "Planning DECA Chapter Activities"
e. "Special Events to Publicize Marketing Education and DECA"

VI. DECA Activities

A. Word Search

B. Orientation Quiz

As a culminating activity to your unit on DECA you may wish to use the "Word Search" or the "Quiz: DECA Orientation" which have been included in this Guide.

Orienting Students To DECA

1. Welcome to the World of DECA
2. DECA General Information
3. Purposes of DECA
4. Benefits DECA Provides
5. For Your Information: DECA Facts and Terminology
6. DECA Tagline
7. Divisions of DECA
8. Levels of DECA
9. DECA Regions
10. North Carolina DECA Districts
11. Vocational Student Organizations in North Carolina
12. DECA Conferences
13. Purposes of DECA Competitive Events
14. Competency-Based Competitive Events
15. Individual Competency-Based Written Events
16. DECA Chapter Competitive Events
17. Merit Awards Program
18. Preparing for DECA Competitive Events

WELCOME
TO THE WORLD OF
DECA

Congratulations on your decision to learn about the world of Marketing and DECA. Hopefully, you will find your experiences in the Marketing Education program to be very educational, interesting, and fun. You are entering into one of the most unique programs available to high school students. Not only will you have an opportunity to learn about the fascinating world of marketing and the careers that are available to you, but you may decide to work in a job related to your career interest in marketing.

Possibly one reason you have selected the Marketing Education program is because you have heard about DECA and all the activities in which students in DECA participate. Now that you have entered into the program, you may not be completely sure what DECA is all about. Well, through this unit you will be provided with information about DECA, our competitive events, commonly-used terminology, and other information to help make your association with Marketing Education and DECA a pleasant and successful one.

Glad to have you with us!

DECA General Information

In order to understand the Marketing Education program you need to have a clear understanding of DECA and the opportunities DECA provides. You need to be familiar with the purposes of DECA and the growth DECA has enjoyed.

General Information

1. DECA is the only youth organization operating through the public schools of the nation to attract young people to careers in marketing.

2. DECA encourages the understanding of free enterprise and economic awareness, through individual instruction, chapter projects, competency-based competitive events, exposure to successful business leaders, and by practical experience in marketing firms.

3. DECA encourages civic responsibility through professional conferences, chapter activities, school service projects, and support of community activities.

4. DECA maintains a series of district, state and national competitive events, all designed to stimulate and motivate classroom instruction, career awareness, and vocational competence.

5. DECA believes in competition and offers awards and recognition to student members for outstanding accomplishment.

6. DECA maintains its own scholarship program to assist and encourage its members toward higher education. NC-DECA provides scholarships through the T. Carl Brown Scholarship Fund.

7. DECA is supported by membership dues, contributions from businesses, and royalties on sales projects. The NC-DECA staff, however, is not paid through these DECA funds.

8. All contributed funds are used directly for student benefit through a program of youth activity:

   Awards and Recognition
   Career Development Conferences
   Leadership Conferences
   Program Development
   Public Information
   Leadership Training
   Scholarships

9. Support of DECA will help in developing future leaders for marketing and management.

10. DECA is one of three integral parts of the Marketing Education program. The other two components are class instruction and on-the-job training.

PURPOSES OF DECA

To develop leadership in the field of marketing that is competent, aggressive, self-reliant, and cooperative

To develop a sense of individual responsibility

To provide opportunities for intelligent career choices in the field of marketing

To allow practical application of the principles of marketing through competitive activities

To encourage use of ethical practices in business

To provide for mental and physical health through satisfactory social and recreational activities

To develop respect for education in marketing which will contribute to vocational competence

To engender an understanding of, and an appreciation for our free competitive enterprise system

To develop an appreciation of civic and social obligations of those engaged in marketing

To serve as a means of interpreting the instructional program for businesspersons, faculty, parents, and students

BENEFITS DECA PROVIDES

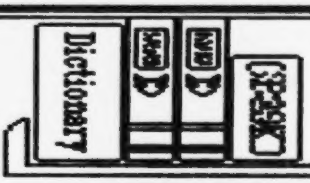
Sense of Belonging

Group Participation (Learning to work with others)

Motivational Involvement

Competitive Involvement (Quest for Excellence)

Personal Growth and Development


Dictionary

For Your Information

DECA Facts and Terminology

PUBLICATIONS

National-- ***New Dimensions***

State-- ***DECA Images***

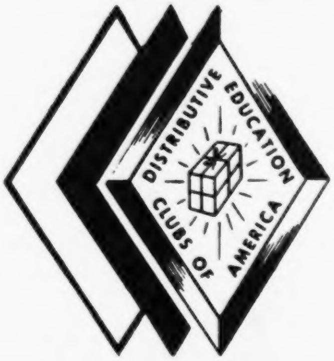
DECA COLORS

Blue and Gold

DECA EMBLEM

Leadership Development

Social Intelligence


DISTRIBUTIVE EDUCATION
CLUBS OF AMERICA

Vocational Understanding

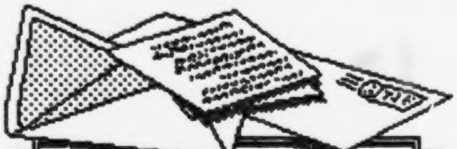
Civic Consciousness

DIVISIONS OF DECA

1. High School
2. Delta Epsilon Chi
3. Collegiate
4. Alumni
5. Professional

LEVELS OF DECA

1. National
2. Regional
3. State
4. District
5. Local



Cards&Letters

NC-DECA
116 West Edenton Street
Education Building
Raleigh, N. C. 27603-1712

National DECA
1908 Association Drive
Reston, VA 22091
(703) 860-5000

DECA Supply Service
11722 Parklawn Drive
Rockville, MD 20852
(301) 770-4041

Frederick Williford is the current Executive Director of DECA, Inc. The national headquarters for DECA, Inc. is located in Reston, Virginia.

Greg Gift is currently the NC-DECA Advisor. Policy related to NC-DECA is made by the North Carolina Board of Governors which is composed of one teacher coordinator from each of the state's DECA districts, state officers, the Chief Consultant of Marketing, and the State DECA Advisor.

??? SHORT QUIZ ???

1. In which DECA region is N. C. located?
2. In which DECA district is your school located?
3. Who is the Board of Governors Member representing your DECA district?

"Developing Future Leaders for Marketing and Management"

History and Development of DECA

During the period between 1937 and 1942, when cooperative programs in Marketing (Distributive Education) were becoming more widely established, students in these classes began to form clubs. These early "clubs" for marketing students took many names across the country--Future Retailers, Future Distributors, Distributors, Future Merchants, and Distributive Education Clubs. This was a spontaneous effort on the part of the students and teachers and occurred simultaneously throughout the country. Why did this happen and what needs were these clubs filling? Several basic factors were involved.

These students were employed away from the school campus at their training stations during the afternoon--at a time when many of the other students in their schools were involved with the school's extracurricular activities; therefore, they were missing a very important part of school life. They also felt a need--common to everyone--to belong, to develop professionally and socially, and to be a part of the group.

By 1945, a few states had officially organized State Associations and were holding state conferences. During this time, the idea of a national organization was born. The first Interstate Conference was held in Memphis, Tennessee, in April, 1947. The second national conference in 1948 saw the adoption of the constitution and the official name, Distributive Education Clubs of America, designated DECA. North Carolina was one of the 17 charter states.

Membership has continually increased from 193 in 1947 to over 200,000 members today!!

DECA TAGLINE

DEVELOPING FUTURE LEADERS

FOR

MARKETING AND MANAGEMENT

Divisions of DECA

High School Division

Several of the major goals of the high school division are: development of leadership characteristics and self-confidence; understanding of the free enterprise system; further development of occupational competencies in marketing, merchandising and management; and participation in planned social activities. Individual members shall be recognized as active members, associate members or honorary life members. Active members will be assessed annual fees. The high school division of DECA shall exercise its membership voting privilege through voting delegates. Active members of the high school division shall be eligible for national office. National officers consist of a president and four regional vice-presidents.

Delta Epsilon Chi

Delta Epsilon Chi is a state and national student organization operating in much the same way as the high school division except through the nation's postsecondary vocational technical schools, junior and community colleges, as well as four year colleges and universities. The purposes are to attract post-secondary students to careers in marketing, merchandising, and management; to develop respect for education in marketing which will aid one in developing occupational competence; and to promote understanding and appreciation for the responsibilities of citizenship in our free enterprise system.

Alumni Division

The Alumni Division of DECA serves DECA in a supporting role. Major purposes include (1) providing a means by which marketing education students can maintain association with DECA, (2) encouraging support for DECA programs of student activity on a local, state, and/or national level, (3) promoting the purposes of DECA. Membership in the Alumni Division is available to any former high school, junior collegiate, or collegiate DECA member. Among the ways members become involved in DECA are: (1) serving, as requested, on DECA advisory committees, (2) speaking at chapter meetings, (3) helping arrange for business and educational field trips, (4) supporting programs in the community emphasizing our free enterprise system, (5) promoting the purposes of DECA to local business and civic groups, and (6) working with local DECA chapters toward effective public relations programs.

Professional Division

The Professional Division of DECA is comprised of active members who are DECA chapter advisors, local or state supervisory directors, teacher/educators and other professional marketing education personnel and supportive members to include cooperative employers and/or training supervisors, school administrators, board of education members, parents, advisory committee members, and others who are helping to advance and support DECA on the local, state, and/or national level.

Collegiate Division

The Collegiate Division of DECA is comprised of students in college programs designed to develop future teacher-coordinators of Marketing Education. The purpose is to acquaint these future teachers with the organization of an effective DECA chapter.

LEVELS OF DECA ORGANIZATION

NATIONAL

ALL FIFTY STATES PLUS PUERTO RICO, GUAM, VIRGIN ISLANDS, CANADA, AND DISTRICT OF COLUMBIA COMPOSE THE NATIONAL LEVEL OF DECA.

REGIONAL

NATIONAL DECA IS SUBDIVIDED INTO FOUR REGIONS. THEY ARE WESTERN, CENTRAL, NORTH ATLANTIC, AND SOUTHERN. NORTH CAROLINA IS A MEMBER OF THE SOUTHERN REGION.

STATE

ALL DECA CHAPTERS IN NORTH CAROLINA ARE CHARTERED BY AND COMPRISE THE NORTH CAROLINA ASSOCIATION OF DECA.

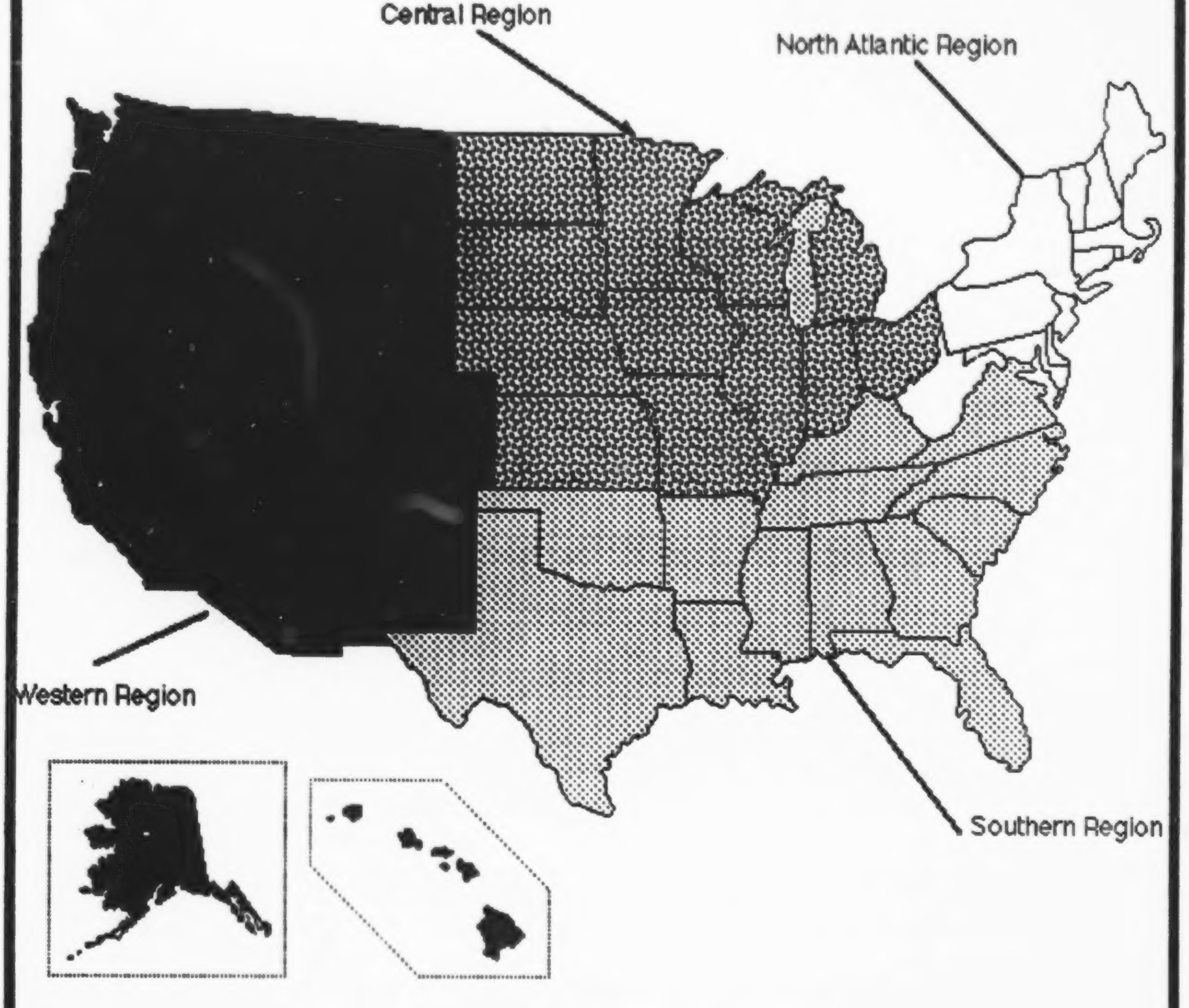
DISTRICT

ALL NC-DECA CHAPTERS ARE AFFILIATED WITH A DESIGNATED GEOGRAPHICAL AREA (DISTRICT). NC-DECA IS DIVIDED INTO THIRTEEN DISTRICTS.

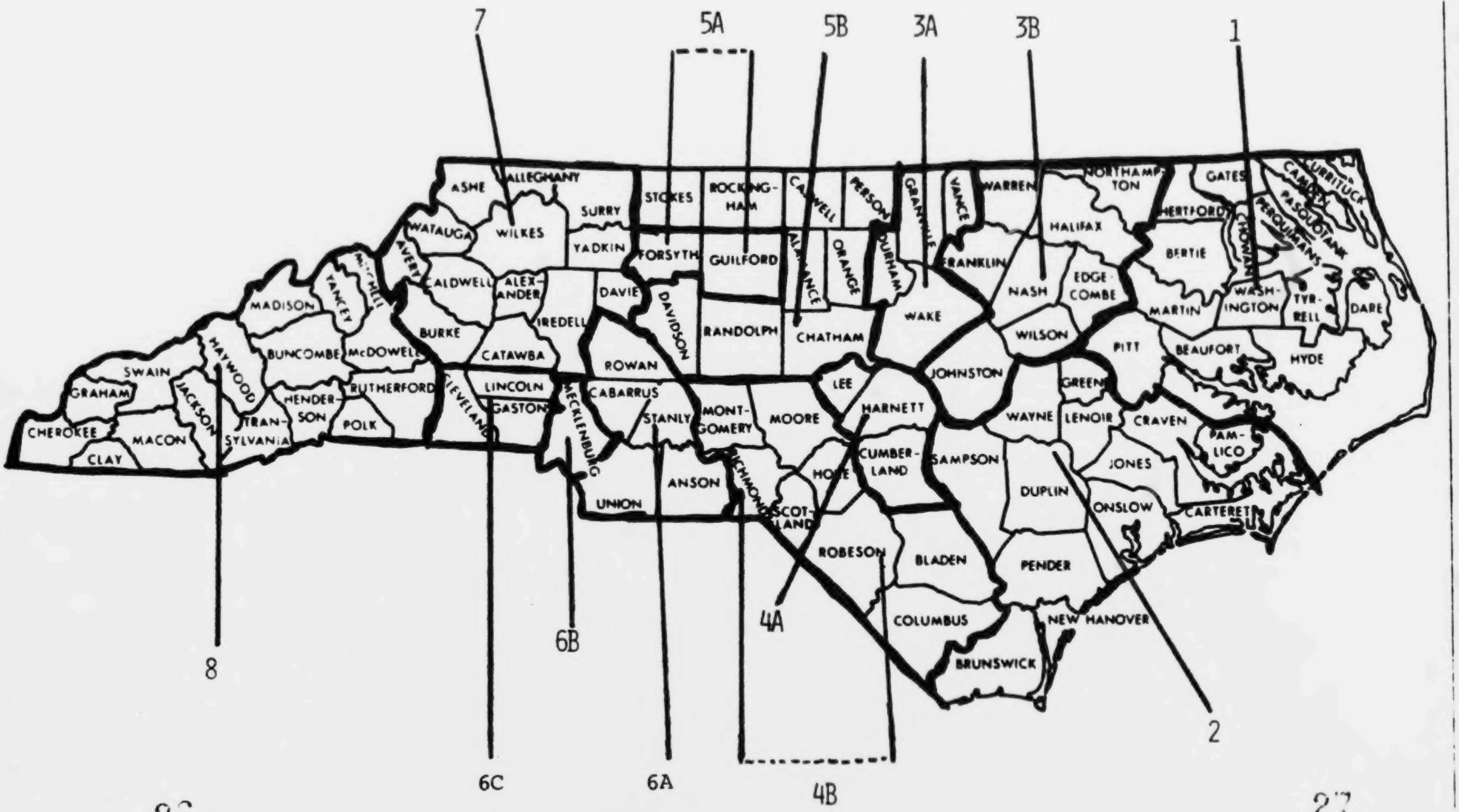
LOCAL

LOCAL DIVISIONS OF NC-DECA ARE CALLED CHAPTERS. EACH SCHOOL IN NORTH CAROLINA WITH A MARKETING EDUCATION PROGRAM MAY ESTABLISH ONE DECA CHAPTER.

DECA REGIONS


Central Region
North Atlantic Region
Western Region
Southern Region

N C DECA Districts


7
5A
5B
3A
3B
1
ASHE
ALLEGHANY
SURRY
STOKES
ROCKINGHAM
CASWELL
PERSON
GRANVILLE
VANCE
WARREN
NORTHAMPTON
GATES
CAMDEN
CURRITUCK
PASQUOTANK
PERQUIMANS
HERTFORD
CHOWAN
WATAUGA
WILKES
YADKIN
FORSYTH
GUILFORD
ALAMANCE
ORANGE
DURHAM
FRANKLIN
HALIFAX
BERTIE
AVERY
MITCHELL
YANCEY
CALDWELL
ALEXANDER
DAVIE
DAVIDSON
NASH
EDGECOMBE
MARTIN
WASHINGTON
TYRRELL
DARE
MADISON
BURKE
IREDELL
RANDOLPH
CHATHAM
WAKE
WILSON
PITT
BEAUFORT
HYDE
SWAIN
HAYWOOD
BUNCOMBE
McDOWELL
CATAWBA
ROWAN
JOHNSTON
GRAHAM
JACKSON
HENDERSON
RUTHERFORD
CLEVELAND
LINCOLN
GASTON
MECKLENBURG
CABARRUS
STANLY
MONTGOMERY
MOORE
LEE
HARNETT
WAYNE
GREENE
LENOIR
CRAVEN
PAMLICO
CHEROKEE
MACON
TRANSYLVANIA
POLK
CLAY
UNION
ANSON
RICHMOND
HOKE
SCOTLAND
CUMBERLAND
SAMPSON
DUPLIN
JONES
ONSLOW
CARTERET
ROBESON
BLADEN
PENDER
COLUMBUS
BRUNSWICK
NEW HANOVER
4A
6B
8
2
6C
6A
4B

VOCATIONAL STUDENT ORGANIZATIONS IN NORTH CAROLINA

VSO	DESCRIPTION
FBLA	FUTURE BUSINESS LEADERS OF AMERICA is a national organization of high school students participating in business and office programs. It functions as an integral part of the instructional program of the business and office curriculua in secondary schools. The major goal is to develop competent, aggressive business leadership.
FFA	FUTURE FARMERS OF AMERICA is a national organization of students enrolled in vocational agriculture/agribusiness. The primary aim of the Future Farmers of America is the development of agricultural leadership, cooperation, and citizenship.
FHA/HERO	FUTURE HOMEMAKERS OF AMERICA is a national organization of students who have taken or are taking a course in home economics education. FHA chapters are primarily for consumer and homemaking students, with HERO chapters for those students enrolled in home economics related to gainful employment. The goal of the organization is to help youth assume their roles in society.
HOSA	HEALTH OCCUPATIONS STUDENTS OF AMERICA is a national vocational organization for students enrolled in health occupations education. Activities of HOSA are an integral part of the instructional program that provides occupational skills as well as leadership skills.
VICA	VOCATIONAL INDUSTRIAL CLUBS OF AMERICA is an organization of students enrolled in trade and industrial classes. VICA provides the experience that trade preparatory and cooperative students need to grow in leadership, citizenship, and character.
AIASA	AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION is a national organization of students who are presently enrolled in, or have completed, industrial arts courses. Students may be in elementary school, middle school, or high school. It serves to motivate the instructional program and is designed to develop abilities needed in the industrial-technical world.
CECNC	CAREER EXPLORATION CLUBS OF NORTH CAROLINA involves all students enrolled in the prevocational program in grades 7-9. There is not a national organization.

DECA Conferences

Objective

The purpose of all DECA conferences is to provide worthwhile activities to assist students in career development as they prepare to be marketing leaders of tomorrow.

Goals

(1) To provide all DECA Divisions an opportunity to conduct necessary business

(2) To provide a forum for the competitive event program

(3) To provide delegates and advisors an opportunity to obtain information regarding occupational, educational, and career opportunities

(4) To provide an opportunity for delegates to assist in the growth and development of DECA

(5) To provide delegates an opportunity to develop poise and human relations abilities by participation in scheduled social and educational activities

District Leadership Conference

The District Leadership Conference (DLC) is held at a location determined by the district chapter advisors at the beginning of the school year. Election of district officers and leadership training are conducted at this time. In addition, career-related workshops are held for all DECA members. Attendance at DLC is open to ***all chapter members*** provided:

(1) State and national dues have been paid

(2) The written approval of the coordinator and parent or guardian is secured

Southern Region Conference

The purpose of the Southern Region Conference is to provide leadership development for local chapter officers and other selected members who will benefit from participation in leadership training activities.

The location of this conference is on a rotating basis among the states in the Southern Region of DECA. It is held at the beginning of the school year. Business items, workshops, and leadership training are conducted.

Registration forms, dates, location and other information will be distributed by the NC-DECA Advisor. The host state will determine the number of participants each state is allowed based on their DECA enrollment.

The State Association pays the expenses of state officers. All expenses are the responsibility of the other participants.

District Officer Training

The purpose of the District Officer Training (DOT) is to provide leadership development for newly elected district officers. The conference is held in November after all districts have elected their officers for the year. The location of this conference is selected by the State DECA Advisor.

Only district officers may attend this conference in addition to the state officers. Individual district officers may pay their own expenses unless their district or chapter pays them.

District Competitive Events Conference

The purpose of the District Competitive Events Conference (DCEC) is to select district competitive event participants to the State Career Development Conference.

The DCEC is held at least one month before the State Career Development Conference at a site determined by the district chapter advisors. Deadline date for registration materials will be determined by the State Association Advisor.

Attendance at the DCEC is limited to competitive event participants who:

(1) have paid state and national dues

(2) have the written approval of the coordinator and parent/guardian

State Career Development Conference

The State Career Development Conference (CDC) is a statewide conference held during the spring at a location determined by the state Marketing Education staff. At this time, state finalists in all competitive events are determined along with the election of state officers. General business meetings are also held. These competitive event finalists may represent North Carolina DECA in competitive events at the National Career Development Conference.

Information concerning attendance, registration, and housing will be distributed by the NC-DECA Advisor.

Attendance at the State Career Development Conference may be limited to the following:

(1) Official chapter delegate

(2) All district and state officers

(3) National officers

(4) First, second, and third place district winners in competency-based events

(5) First, second, and third place district winners in competency-based series

(6) All participants in competency-based series not held on the district level

(7) All proficiency winners in district competency-based competitive events

(8) Invited written event participants

(9) All Marketing Education professional personnel

National Career Development Conference

The National Career Development Conference brings together DECA members from all over the country at the end of each school year. Sites are rotated among the various regions. National level competition in all DECA competitive events, national recognition, election of regional vice-presidents and a national president, and workshops are conducted.

Information concerning attendance, conference registration, and housing will be distributed by the NC-DECA Advisor.

Attendance at the National Career Development Conference is based on a percentage of the total NC-DECA membership allotted by the National Association. Those attending from North Carolina will include:

(1) all state officers
(2) state winners in competitive events held at the national level
(3) other participants representing North Carolina with approval of State DECA Advisor

PURPOSES OF DECA COMPETITIVE EVENTS

1. To contribute to the development of competencies needed for careers in marketing, merchandising, and management.
2. To evaluate student achievement of the competencies through careful measurement devices.
3. To provide opportunities for student and group recognition.
4. To provide constructive avenues for individual or group expression, initiative, and creativity.
5. To motivate students to assume responsibility for self-improvement and self-discipline.

6. To provide a vehicle for students to demonstrate their acquired competencies through individual and/or group activities

7. To assist students in acquiring a realistic self concept through individual and/or group activities.

8. To help students to participate in an environment of cooperation and competition.

9. To provide visibility for the educational goals and objectives of Marketing Education.

Competency-Based Competitive Events

There are several levels of competency in marketing occupations. There are certain competencies needed by entry-level employees (master employee level) and far more needed by those planning to advance into managerial positions (supervisory level). Therefore, competitive events are offered at these two levels in specific occupational areas. Whether or not both areas are offered will vary according to the occupational area. For example, it is conceivable that high school students can acquire supervisory skills applicable to the apparel and accessories occupational area and enter full-time employment at this level upon graduation, if not before. Therefore, two levels of competition are offered in the occupational area. In the case of advertising and display services, the competencies identified for supervisory level positions cannot be realistically taught and acquired at the high school level; therefore, DECA does not offer supervisory level competition in advertising and display services.

Currently NC-DECA is offering series competition in the occupational areas outlined below. Broad descriptions of the occupational areas and representative positions at the master employee level and supervisory level are provided. Competencies which are used to develop all events in each series may be purchased from DECA RELATED MATERIALS.

Advertising and Display Services

Advertising and display services is a highly competitive, fast-paced, and rapidly changing field in which workers must continually sharpen their skills to perform effectively. Workers in this field are involved in planning, development, implementation and evaluation tasks, and in demand creation and sales promotion activities in various enterprises, such as advertising agencies, display houses, retail and wholesale establishments and print and broadcast media.

MASTER EMPLOYEE LEVEL competition is designed around those competencies needed for beginning employment which individuals normally assume when they enter this occupational area. Representative job titles at this level include: display assistant, advertising assistant, copywriter, layout person, media salesperson, and advertising solicitor.

Apparel and Accessories

Apparel and Accessories marketing is a fiercely competitive, continually changing field in which workers buy, stock, advertise, display and sell clothing and accessories. It is part of the broader field of fashion merchandising, which includes the design and production ready-to-wear, the distribution of merchandise, and the selling of fashion apparel and accessories to the consumer.

MASTER EMPLOYEE LEVEL competition is designed around those competencies needed for beginning employment which individuals normally assume when they enter this occupational area. Representative job titles at this level include: salesperson, counterperson, customer service clerk, cashier, stockperson, display assistant, and receiving clerk.

SUPERVISORY LEVEL competition is designed around those competencies needed for that range of employment which includes the management group responsible for the interpretation and execution of policies and procedures for the successful operation of units, departments, or divisions. Representative job titles at this level include: assistant department manager, assistant buyer, special events director, training manager, assistant fashion coordinator.

Finance and Credit

The field of finance and credit is characterized by its prestige, its excitement, and its service to people in all walks of life. Finance and credit occupations may be found in such institutions as banks, savings and loan associations, consumer finance companies, credit unions, and credit departments of retail, wholesale, and service businesses.

MASTER EMPLOYEE LEVEL competition is designed around those competencies needed for beginning employment which individuals normally assume when they enter this occupational area. Representative job titles at this level include: teller, credit clerk, safe deposit clerk, telephone collector, credit interviewer, and runner.

Food Marketing

The retail food industry represents one of the largest single retail industries in the United States in terms of both volume of sales and number of persons employed. Workers in this field are involved in various marketing functions and tasks in retail and wholesale establishments primarily dealing with food products for home preparation and consumption or for commercial and institutional use in their places of food service.

MASTER EMPLOYEE LEVEL competition is designed around those competencies needed for beginning employment which individuals normally assume when they enter this occupational area. Representative job titles at this level include: cashier, produce clerk, stock clerk, bagger, bakery clerk, and receiving clerk.

SUPERVISORY LEVEL competition is designed around those competencies needed for that range of employment which includes the management group responsible for the interpretation and execution of policies and procedures for the successful operation of units, departments, or divisions. Representative job titles at this level include: assistant store manager, front end supervisor, assistant department manager, head cashier, and manager trainee.

Full Service Restaurant Management

Restaurant marketing and management is a rapidly growing field that offers unlimited opportunity to qualified people. Workers in this field are involved in various marketing functions and tasks performed in establishments serving prepared food and beverages for consumption on their premises or at a place designated by a customer. Competition in this area is related to full-service restaurants.

This level of competition is designed around those competencies needed for that range of employment which is needed for beginning employment and includes competencies needed for supervisory and management personnel. Representative job titles at this level include: cashier, waiter/waitress, assistant manager.

Quick Serve Restaurant Management

Quick serve restaurants are a rapidly growing segment of the restaurant marketing and management field. Workers in this field are involved in various marketing functions and tasks performed in establishments serving prepared food and beverages for consumption on their premises or at a place designated by a customer. Competition in this area is related to fast-food restaurant establishments.

This area of competition is designed around those competencies needed for that range of employment which is needed for beginning employment and includes competencies needed for supervisory and management personnel. Representative job titles at this level include: counter crew, counter supervisor, assistant manager.

General Merchandise Retailing

General merchandise retailing covers department stores, discount stores, variety stores, and multi-line drugstores. Workers in this field are involved in performing routine and complex tasks in relation to merchandising practices and concepts of mass merchandising, rather than, in-depth knowledge of a single-line product or service where occupational mobility therein involves multiple experiences in different marketing functions and merchandise lines and service areas.

MASTER EMPLOYEE LEVEL competition is designed around those competencies needed for beginning employment which individuals normally assume when they enter this occupational area. Representative job titles at this level include: salesclerk, salesperson, demonstrator, cashier, stock clerk, receiving clerk, shipping clerk, and marking clerk.

SUPERVISORY LEVEL competition is designed around those competencies needed for that range of employment which includes the management group responsible for the interpretation and execution of policies and procedures for the successful operation of units, departments, or divisions. Representative job titles at this level include: section manager, floor supervisor, stock supervisor, assistant department manager, customer services manager, and manager trainee.

Vehicles and Petroleum Marketing

Vehicles and petroleum marketing covers both the marketing of petroleum products and vehicles/automotive parts. Workers in this field are involved in performing various marketing functions and tasks in the distribution of vehicles and petroleum products. Competition for this occupation level is limited to retail distribution. Representative job titles for this area include: salesperson, counter clerk, station attendant, and shift manager.

Individual Competency-Based Written Events

Occupational Written Events

Currently DECA is offering competency-based written events in the following occupational areas:

1. Apparel and Accessories
2. Food Marketing
3. Finance and Credit
4. General Merchandising
5. Entrepreneurship

The current guidelines for these events are available through ***The DECA Guide***. These activities were developed because it was felt that specialized activities should be developed for those DECA members who wished to compete but were uninterested in participatory-type competition. The events are competency-based and developed within an occupational category. During competition all participants are scheduled for an oral explanation and/or defense of the written content.

The competency-based written events provide an opportunity for a student to develop and demonstrate their meeting of essential competencies as they apply to their occupational area. The written event for the occupational area consists of two major parts: the written document and the student interview. The first step in preparing for the event is to read carefully the objectives and description of the event including the format outline that must be followed. The outline lists the topics which must be included in the written entry, and the competency list provides specific content that must be included.

Individual Free Enterprise Project

DECA, in cooperation with Phillips Petroleum Company, provides an opportunity for individual members to learn about and tell others about America's free enterprise system through the Free Enterprise Project. As a service to the membership, Phillips produces and distributes to DECA chapters a teaching manual on economic concepts. Additional copies of this student workbook can be purchased through DECA Related Materials.

The Individual Free Enterprise Project will be judged on the following: an essay of 500 words or less, presentations before civic groups, preparation of a bulletin board, display, or exhibit or completion of The Jeans Factory computer simulation, one additional outstanding activity informing others about free enterprise, and an interview to demonstrate the student's understanding of free enterprise.

Entrepreneurship Participating Event

The Entrepreneurship Participating Event involves the student developing a plan for a new business or enterprise. The plan is presented in three parts of no more than three typed pages (doubled spaced). However, no points are awarded for the written part of the entry. An interview before judges is the method used to evaluate student performance.

DECA Chapter Competitive Events

DECA also provides the opportunity for chapters to become involved in competition through group projects. These include:

Chapter Free Enterprise Project

DECA, in cooperation with Phillips Petroleum Company, provides an opportunity for chapters to learn about and tell others about America's free enterprise system through the Chapter Free Enterprise Project. This project seeks to encourage all DECA members in a chapter to have a better understanding of the American free enterprise system, to recognize what it means to their future, and to communicate this understanding to others.

Chapter entries will be judged on the following: essays of 500 words or less by all members; panel discussions and/or bulletin boards, displays, or exhibits by all chapter members; and some additional outstanding activity informing others about free enterprise.

Pepsi Learn and Earn Project

DECA, in cooperation with PepsiCo., Inc., provides an opportunity for DECA chapters to learn about business operations through any type of fund-raising activity. The project offers an educational, practical way to augment a DECA chapter's treasury.

The basic purpose of the Learn and Earn Project is educational. It uses fund-raising as the opportunity for a hands-on learning experience that will benefit chapter members for years to come.

Learn and Earn Project entries should be reports and not manuals. Basically, the chapter's report should communicate what was learned and earned through the project; how it was conducted; and how the project results might be improved.

If your chapter does not have the criteria for this project, they can be obtained by writing Pepsi Learn and Earn Project, Pepsi-Cola Company, Purchase, New York, 10577.

Seven Up/ MDA Civic Consciousness Project

DECA, in cooperation with the Seven-Up Company and the Muscular Dystrophy Association, provides an opportunity for chapters to (1) develop a better understanding of civic consciousness efforts, (2) make a contribution to a needed community service, and (3) learn and apply the principles of numerous components of marketing management. The Civic Consciousness Project is designed to allow members within a DECA chapter to develop leadership characteristics, self-confidence and/or self acceptance, high ethical standards in personal and business relationships, effective interpersonal relationships, greater proficiency in communications, and social and business etiquette.

The Civic Consciousness Project is also designed to allow DECA members to study curriculum areas during classroom instruction and apply the principles, goals, objectives, and concepts of these units to conducting a community service project. The units of instruction are marketing, operations, public relations, marketing research, selling, sales promotion, and financial planning. Members will be given an overview of marketing management and exposed to the practices in operating a business.

The project is designed so that DECA chapter members develop a manual on the procedures of conducting their service project, how it was accomplished, and how the project benefited the cause, community, and the understanding of civic consciousness by chapter members.

Copies of the criteria for the project are mailed from National DECA to each chapter in early fall.

Creative Marketing Project

DECA, in cooperation with the Sales and Marketing Executives Club, International, provides an opportunity for DECA chapters to (1) develop an analytical and creative approach to the marketing process and (2) actively engage members in a marketing activity in their community.

The project must offer actual or potential improvement--economic or social--of a specific business, the community, the state, or the nation. Sample topics would include finding new markets for local products, promoting the community's resources, or increasing customer services.

Criteria for this project are available through the ***DECA Guide*** published yearly by National DECA.

Chapter Public Relations Project

The chapter Public Relations Project provides an opportunity for participants to (1) develop and/or identify a theme for a public relations campaign, (2) plan and organize a public relations campaign in their local community, (3) implement a public relations campaign, and (4) evaluate the planning and implementation process.

The Chapter Public Relations Project involves the planning, organizing, implementation and evaluation of a single public relations campaign conducted by the chapter. The campaign may focus on any topic or subject of interest to the chapter and should involve the majority of the chapter members. An evaluation of the campaign's planning organization and implementation must be included in the report.

Roses Chapter Activity Award

NC-DECA, in cooperation with Roses Stores, provides an opportunity for DECA chapters in the state to plan a yearly program of work. Awards are presented to DECA chapters in three categories--one star, two star, and three star awards, with the three star being the highest. Points are awarded based on the number and quality of projects completed by the chapter. Projects are completed in relation to points of the DECA Diamond.

Criteria for this activity are distributed at the beginning of the school year by the DECA Advisor. A chapter sends in verification forms for projects completed during that period. Awards are presented at the State Career Development Conference. Refer to the ***NC-DECA Handbook*** for details of this project.

NC-DECA Crime Prevention Project

NC-DECA, in cooperation with the Crime Prevention Division of the North Carolina Department of Crime Control and Public Safety, provides DECA chapters the opportunity to conduct projects with the purpose of reducing crimes by young people and preventing youth from becoming victims of crime.

The program is designed to (1) increase the awareness and develop competence of DECA members and chapters about the advantages of using concepts of crime prevention in the field of marketing and distribution, and (2) develop DECA members' awareness of the value of being active in civic projects.

Chapters receive state recognition for this project. Detailed criteria can be found in the ***NC-DECA Handbook.***

Merit Awards Program

MAP is the abbreviation for the Merit Awards Program for DECA--an exciting instructional enrichment program for Marketing Education. MAP is a competency-based approach to career exploration in occupational areas in marketing. MAP activities correspond to the competencies needed in marketing occupations and progress in depth and complexity from Bronze Level to Silver Level and to Gold Level. Activities should be planned in relation to one another, to the field of marketing, and to the career objective to the student. The DECA advisor(s) should guide the student in the proper selection of activities based on his/her individual needs and abilities as well as the total Marketing Education program.

All students must begin at the Bronze Level. Activities are not confined to those listed in the National Merit Award Program Handbook available from DECA Related Materials; and students should be encouraged to develop new activities. But, it is the responsibility of the teacher and advisory committee to ascertain the acceptability of the activities for the specific award based on the criteria identified.

Information contained on the following page will give you background on MAP. This program should be initiated early in the year so that students will realize the greatest benefits from their involvement. A thorough orientation of the purpose and operation of the program is vital for the preparation of the students. Each student needs to know where he/she is going and how they will get there as well as "why."

Teachers are encouraged to involve the business and educational communities in MAP through advisory committees. The advisory committee may be used for the entire group or each student may find the need for a separate committee which will give them specialized guidance and assistance in their occupational area.

Purposes of MAP

1. To broaden the opportunities for student recognition
2. To provide a means for individual student expression of initiative and creativity
3. To motivate students to assume responsibility for self-improvement

Goals of MAP

1. To develop a greater awareness of the importance of marketing in the economy
2. To strengthen understanding and appreciation of the competencies necessary for building rewarding careers in marketing
3. To increase the employability of Marketing Education students

Requirements and Procedures

Any DECA member in the High School Division is eligible to pursue an award. For each level of award (bronze, silver, and gold), the student must complete a required number of activities in the five competency areas. ALL STUDENTS MUST BEGIN AT THE BRONZE LEVEL and complete a "Letter of Intent" indicating his/her intention for entering MAP.

A list of possible activities in the occupational areas are presented in the National Merit Award Program Handbook. Students must select one occupational area for each award and carry it through the five competency areas. After selection of the occupational area, award level, and activities, each student is required to program his/her activities on a Progress Form so that proper review and evaluation of the program can be achieved by the student and their advisor.

The requirements for each award are:

1. Completion of ten (10) activities is required for the BRONZE AWARD. Students must select two activities in each of the five competency areas.

2. Completion of seven (7) activities is required for the SILVER AWARD with at least one (1) activity in each area.

3. Completion of five (5) activities for the GOLD AWARD. Students must select at least one activity in each of the five competency areas.

To determine whether any activity is worthy of consideration for a Bronze, Silver, or Gold award, the following criteria has been established:

1. The guiding principle for selecting and evaluating activities for the Bronze Award should reflect *Acquisition of Knowledge*. This involves the collection of facts or opinions for the purpose of furthering one's knowledge. A Bronze Award may be accomplished by locating, assembling, organizing and classifying subject information.

2. The guiding principle for selecting and evaluating activities for the Silver Award should reflect *Analysis of Knowledge*. This involves the examination of facts or opinions for the purpose of analyzation. A Silver Award may be accomplished by comparing, examining, validating, defining, clarifying, and bringing together subject information.

3. The guiding principle for selecting and evaluating activities for the Gold Award should reflect *Interpretation of Knowledge*. This involves the explanation of facts or opinions for the purpose of interpretation. A gold Award may be accomplished by explaining, applying, developing, elaborating, illustrating, and evaluating subject information.

MAP Awards

The Bronze Award is a local chapter award, the Silver Award is a state award, and the Gold Award is a national award. After the advisory committee and/or DECA Advisor has reviewed and approved the projects, the Bronze awardees should be recognized in some public recognition ceremony (such as a school assembly program or employer-employee banquet). The silver awardees will be recognized at the State Career Development Conference. The Gold awardees will be recognized by National DECA.

Preparing for DECA Competitive Events

As part of your involvement in Marketing Education and DECA, you will be given the opportunity to participate in different conferences and also in competitive events.

A series of competitive events are offered on the district, state, and national levels. Participation in them is fun and the rewards that can be received are fantastic. Using your marketing career interest, your DECA advisor will assist you in selecting an occupational category that best fits your career interest.

Each year, the North Carolina Board of Governors approves the competitive events program which will be offered during the school year. Your chapter advisor will make this information available to you.

One type of competition is known as *competency-based competitive events* (CBCE). A typical CBCE includes a written comprehensive exam, together with a demonstration/role-playing event. The comprehensive exam is a multiple choice test of 50 items on the district level and 100 questions on the state and national levels. Items are developed especially for each series based on the knowledge, skills, and attitudes associated with the particular occupation. In the role playing activity events, you are required to accomplish a task by translating what you have learned into effective, efficient and spontaneous action.

Another type of competition involves written events. Written events are available in various career areas. You prepare a written entry during the school year and during conference competition support your entry during an interview before judges. There are also written events in which your whole chapter can participate.

If you accept the challenge to participate in the DECA competitive events program, there are some things you can do to prepare for competition:

1. Review the competencies that are published for the occupational area or written event area in which you are competing. This review of the competencies should help you identify areas you might need to concentrate on before entering competition or starting work on your written event.
2. Since the competitive activities are designed around role-playing situations or involve interviews, it is to your advantage to practice role-playing and interviewing in the classroom as much as possible. Also, if you have decided upon a written event, it will be to your advantage to establish an advisory committee for your project.
3. Take a look at sample competency-based events or past written event winners. Mock events and samples of national winners are available from DECA RELATED MATERIALS. In addition, sample exams are provided in the *NC-DECA Handbook*. Also, your Marketing Education teacher will probably have samples that have been used in the past.

It should be emphasized that competitive events are only one of the many phases of the total DECA Program and that DECA competitive events are only one of the strategies used in the development of competencies needed in preparing for and advancing in marketing, merchandising, and management careers.

Organizing the DECA Chapter

1. Organizing a Local DECA Chapter
2. Typical High School DECA Organizational Plans
    a. Chart A
    b. Chart B
    c. Chart C
3. Duties and Conduct of DECA Officers
4. Leadership Development
5. Characteristics of Leaders
6. Officer Agreement
7. Election and Training of DECA Officers
8. Conducting Chapter Meetings
9. Chapter Officer Responsibilities in Conducting A Chapter Meeting
10. Sample Minutes of a DECA Chapter Meeting
11. Suggested Officer Installation
12. Presentation of Emblem Ceremony
13. Parliamentary Procedure Guide
14. Planning a Program of Work
15. Sample Program of Work
16. Program of Work (Example #2)
17. DECA Chapter Committees
18. DECA Chapter Committees-School Year
19. Program of Work Activity Sheet

Organizing A Local DECA Chapter

If properly organized, the DECA chapter will be a maximum service to a Marketing Education teacher rather than to add to work load. The chapter is really the "show window" of the Marketing Education program, because through it the public learns about the program and its purposes. It should be utilized as a marketing tool for the Marketing Education program. It offers an opportunity to display teaching accomplishment and student job performance. It affords the opportunity to involve interested parents and businesspeople in the Marketing Education program. It provides a "teaching tool" for the coordinator that can be utilized to bring out the best in each student member.

The Marketing Education teacher acts as the local chapter advisor. Membership eligibility is governed by the national, state, and local DECA constitutions and bylaws. Depending upon various school settings and regulations, chapter meetings may be scheduled during the regular activity period of the school, during regular class periods as needed, during the evening, or at any time convenient to the majority of the members. Often committee meetings can eliminate the necessity of having many chapter meetings of the total group. But, all DECA activities must be approved by the chapter advisor and local school administration.

Many factors go into the making of a strong local chapter of DECA. Among these are an alert and vigorous membership, an interested and sympathetic advisor, the selection of the best DECA leadership, and cooperation on the part of the school, community and local business community. However, the most important factors are the teamwork and interest of the members and their determination to make their chapter outstanding.

Typical High School DECA Organizational Plans

A local DECA chapter may be organized in many ways, but the main purpose is to strive to include all DECA members into the yearly Program of Work. One means of organizing a local chapter of DECA in shown in Chart A which follows.

CHART A

In the example presented in Chart A, the chapter officers are president, vice-president, secretary-treasurer, parliamentarian, and historian. These officers are formed to make up the coordinating council. On the coordinating council is also one representative of each of the various marketing education classes. This is done so that all students are represented equally. Each of the officers serve as the chairperson of a standing committee. For example, the vice president is chairperson of the program planning committee. The DECA advisor serves in an advisory capacity with the officers, coordinating council, and the chairperson of each standing committee.

CHART B

Another means of organizing a high school DECA chapter is shown in Chart B. In this example, each class is organized independently. The entire chapter has the following officers: president, vice-president, secretary, treasurer, reporter, historian, and parliamentarian. Each of the classes likewise has an officer for each of these positions. The seven chapter officers form the executive council which generally meets prior to regular chapter meetings. Each of the class officers would head committees and be responsible for directing and implementing DECA activities for that class. This organization may be ideally suited for large schools where it may be difficult to have school-wide meetings.

CHART C

Still, a third means of organizing a local DECA chapter is to have the president as the leader of the organization, as outlined in Chart C. Four vice-presidents are then elected to serve under him/her in this organizational structure. Each vice-president would take responsibility for various club responsibilities such as finance, program planning, promotion, etc.

No matter which organizational structure is used, the club officers and chapter advisor should meet early at the beginning of the school year to develop a Program of Work. Each student in the chapter has an opportunity to serve on committees thereby giving each member an opportunity to participate in the scheduled chapter events.

The typical DECA chapter organizations which appear on the following pages are only suggestions. Your chapter should develop an organization that best meets your individual needs.

CHART A--EXAMPLE OF ORGANIZATION FOR HIGH SCHOOL DECA CHAPTER

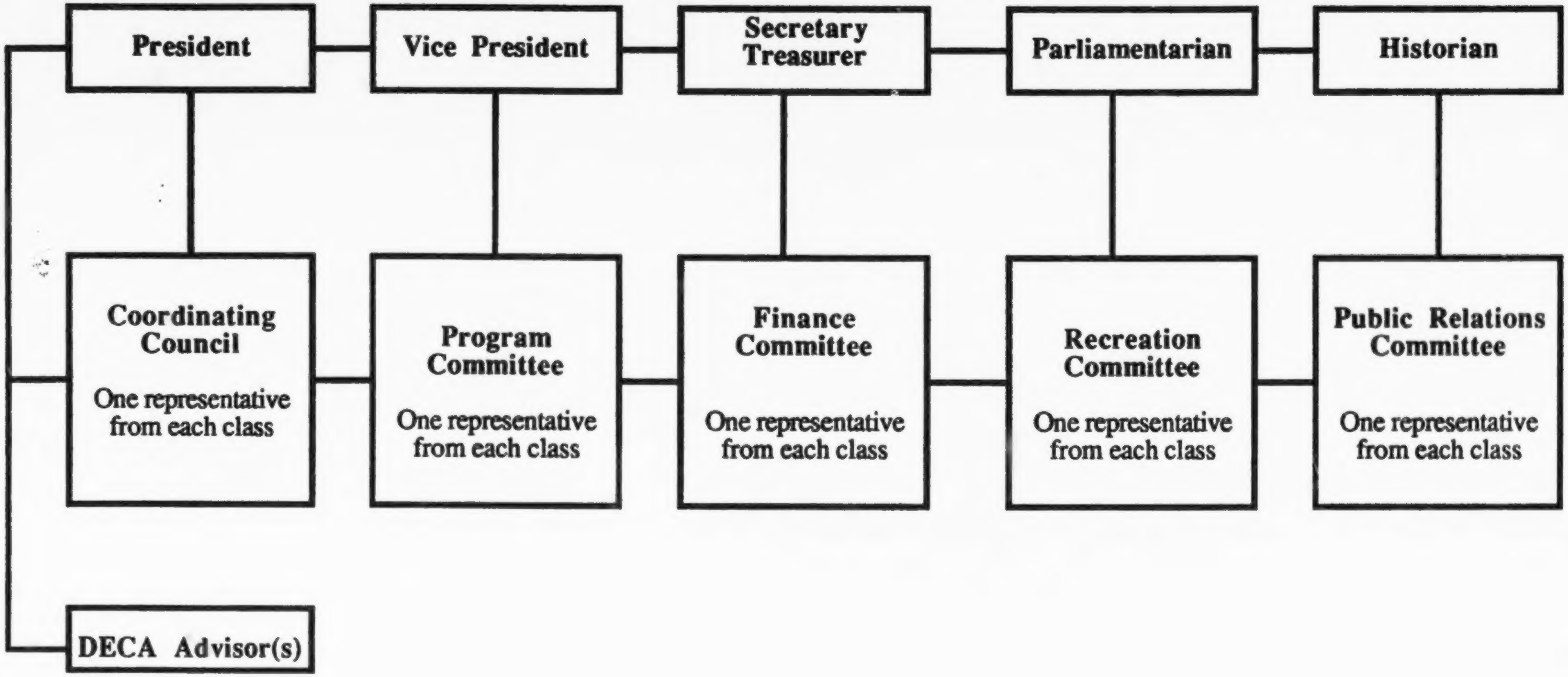

President
Vice President
Secretary Treasurer
Parliamentarian
Historian
Coordinating Council
One representative from each class
Program Committee
One representative from each class
Finance Committee
One representative from each class
Recreation Committee
One representative from each class
Public Relations Committee
One representative from each class
DECA Advisor(s)

CHART B--EXAMPLE OF HIGH SCHOOL DECA ORGANIZATION

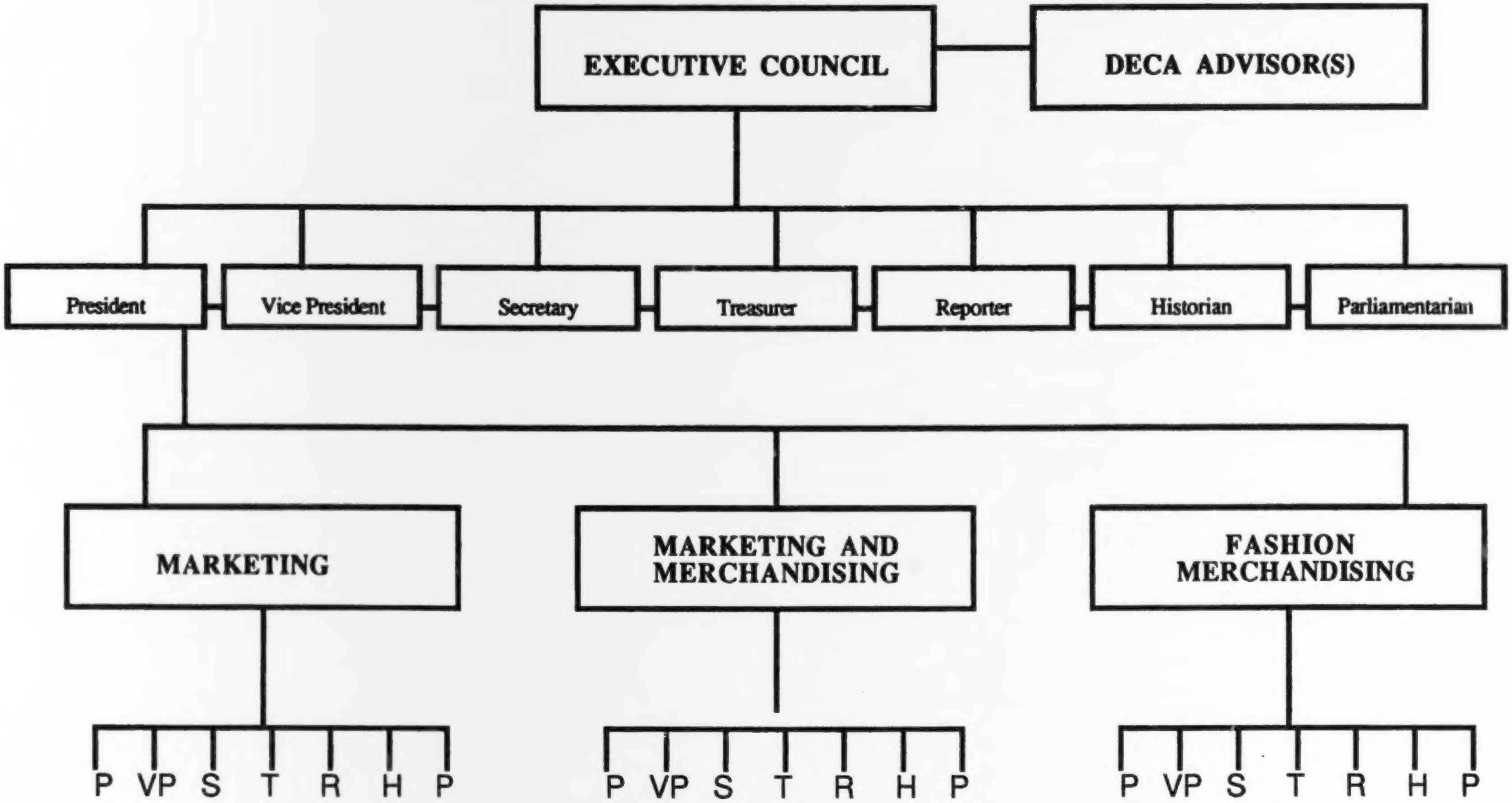
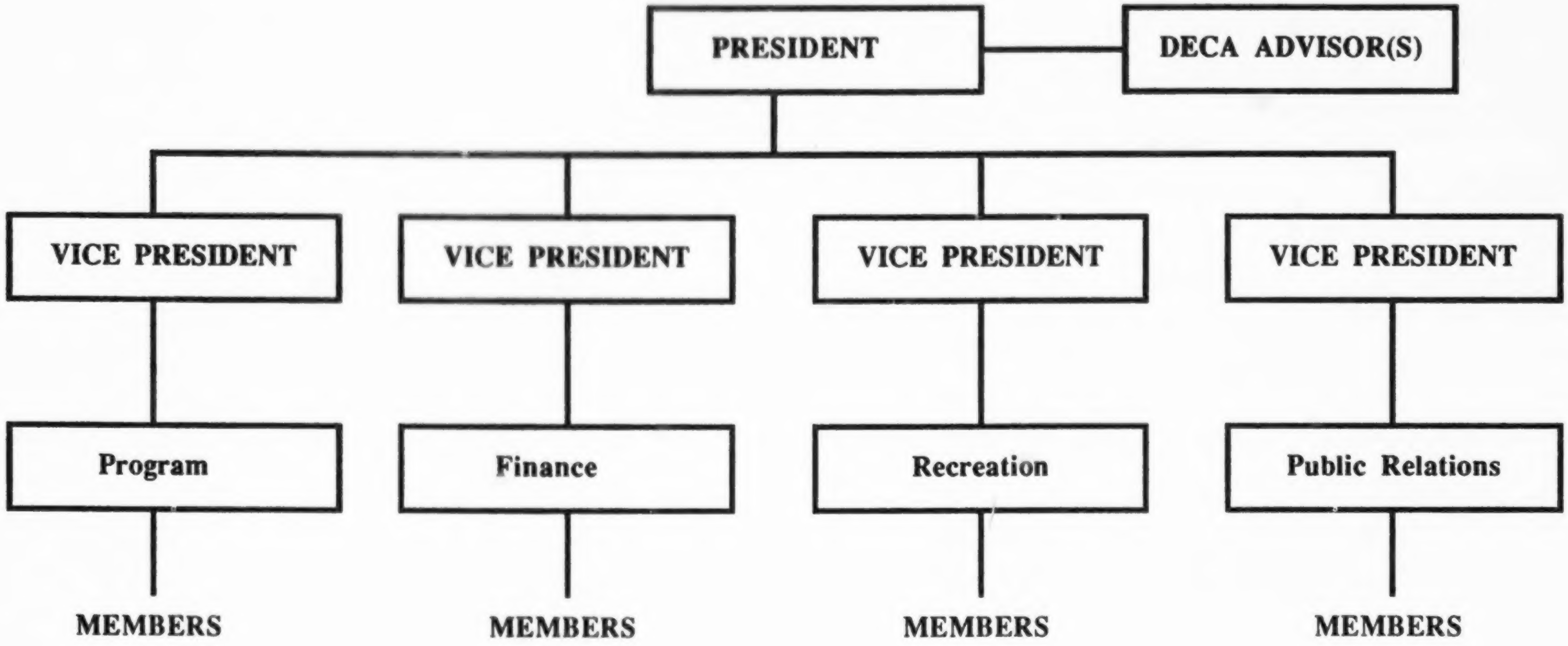

EXECUTIVE COUNCIL
DECA ADVISOR(S)
President
Vice President
Secretary
Treasurer
Reporter
Historian
Parliamentarian
MARKETING
MARKETING AND MERCHANDISING
FASHION MERCHANDISING
P VP S T R H P
P VP S T R H P
P VP S T R H P

CHART C--EXAMPLE OF HIGH SCHOOL DECA ORGANIZATION


PRESIDENT
DECA ADVISOR(S)
VICE PRESIDENT
VICE PRESIDENT
VICE PRESIDENT
VICE PRESIDENT
Program
Finance
Recreation
Public Relations
MEMBERS
MEMBERS
MEMBERS
MEMBERS

Duties and Conduct of DECA Officers

Your Duties as a Chapter Officer

Inasmuch as you are in a position of leadership, it will be *your responsibility* to promote and encourage the adoption of areas of DECA's program of youth activity whenever and wherever you have an opportunity.

Your chapter president needs your support and assistance to develop leaders and to draw out each student's talents and abilities. They elected you to provide leadership and this could take many hours of work--so be prepared to sacrifice.

During your term as a chapter officer, you undoubtedly will be corresponding and talking with businesspeople and educators interested in DECA on the local, state, and national level. Handle yourself in a very professional way, because *you are the image others have of DECA.*

You will be a major part of local chapter meetings, and when you participate you should be concerned with the welfare of DECA, and you will discover that by using tact, together with consideration and understanding of other people's viewpoints, your job will be more effective. Also, the contribution you make will be measured in direct proportion to what you know, your understanding of the fundamentals of DECA, your use of good judgment, your enthusiasm and the dignity of a chapter officer.

As an officer of this organization, your greatest challenge will be to exhibit qualities of leadership that will make a contribution to the growth of DECA through the members with whom you have personal contact. Throughout the year, you will inspire leadership only to the degree that YOU, personally, give leadership. As you reach for higher goals in self-improvement, so will you instill in those you meet the desire for self-improvement and the attainment of higher goals for this organization. You are charged with the responsibility of developing enthusiasm whenever you speak officially for DECA during the year in which you serve as a chapter officer.

If at any time during your term of office, a question arises as to your responsibilities, your local chapter advisor(s) stands ready to assist and guide you in fulfilling these duties.

Chapter Officer's Conduct

1. As a chapter officer, you represent the only organization attracting youth to careers in marketing.

2. As a chapter officer, what you do and how you do it must leave a favorable impression.

3. When appearing as a chapter officer before any group, regardless of its size, your appearance is of utmost importance, from neat, well-groomed hair to shined shoes. (DECA blazer and coordinating accessories are always appropriate. Refer to *NC-DECA Handbook* for DECA Dress Code).

4. The words "please" and "thank you" are to be used often. You will find they pay liberal dividends.

5. Be careful what you say and how you say it.

6. Never commit yourself orally, or in writing, unless you are certain that you are right and have the support and backing of the chapter's membership. Once committed, you keep the commitment.

7. If you have an appointment, plan to arrive before the appointed time.

8. If you must smoke, use good judgment in doing so. (It is a standing tradition that officers do not smoke while wearing their DECA blazer).

9. Make a special effort to remember the names of people you meet. It might be helpful to keep a written record of these individuals for future reference, particularly if you want to send them a "thank you" note. Always be sure you have their name spelled correctly.

10. Be prompt in handling your correspondence. As a chapter officer, you are obligated to give a carbon copy of all correspondence to your chapter advisor. The chapter secretary should set up a correspondence file for each officer at your school.

11. Make it a point to know as much as you can about all the areas of vocational education within your school, particularly some of the activities of the other vocational education youth organizations.

12. If you have the opportunity to visit another chapter, find out as much as possible about the group before you visit, and always recognize the outstanding activities conducted by the group. At all times, you must avoid sarcasm and outright criticism. Make it a point to meet the individuals in charge and compliment them on their work. You should make an effort to be helpful to the members and officers wherever possible.

The Duties of Each Chapter Officer

Any organization designed to be of lasting value to its members must have competent and aggressive leadership. Duly elected officers provide the leadership for the local DECA chapter. Every officer should be elected on their ability to meet the requirements and perform the duties of the office to which elected. Below are listed some of the duties and responsibilities of officers generally elected to lead the local DECA chapter.

President

1. Preside over and conduct chapter meetings in accordance with accepted parliamentary procedure
2. Keep discussions on the subject
3. See that time limits are observed
4. Select and appoint members to serve on committees
5. Represent the chapter at special school events and before civic clubs and other out-of-school organizations
6. Coordinate and guide the efforts of all chapter officers
7. Serve as ex-officio member of chapter committees
8. Consult regularly with advisor on the progress of the chapter's Program of Work
9. Determine the need for and call any necessary special chapter meetings
10. Promote energetic activity on the part of chapter members through the display of their own enthusiasm
11. Conduct themselves at all times in a manner that reflects credit upon the chapter
12. Counsel with other chapter officers concerning their duties and responsibilities

Vice President

1. Assist the president in the discharge of his/her duties and responsibilities
2. Preside over chapter and executive committee meetings in the absence of the president
3. Assume the full duties and responsibilities of the president should they be absent for a long period or leave the chapter permanently
4. Coordinate and guide the efforts of all chapter committees; thus, serving as an ex-officio member on all chapter committees

Secretary

1. Take notes and prepare adequate minutes of each regular and called meeting of the chapter
2. Answer all incoming chapter correspondence
3. Keep a proper file of copies of all outgoing and incoming correspondence
4. Prepare all necessary chapter records
5. Protect any and all permanent records of the chapter
6. Be responsible for the posting of items of common interest and benefit on the classroom and/or school bulletin boards
7. Read letters and/or other communications at chapter meetings
8. Keep a proper record of votes cast--especially on important issues
9. Be prepared at every regular meeting to give the chapter information about any unfinished business or any new business which is before the chapter for the first time
10. Have available at each regular meeting: minutes of previous meetings, a record of committees and their past reports, the chapter's Program of Work, and a copy of the constitution and by-laws and a copy of a state and national DECA handbook.

Treasurer

1. Receive and account for all funds which come into the chapter treasury
2. Assist in the preparation of a statement of estimated receipts and expenditures for the year
3. Keep financial records neat, accurate, and up-to-date
4. Collect all individual, state, and national chapter dues and be responsible for their disbursement to the state and/or national treasurers
5. Pay out funds on authorization of the chapter
6. Protect the financial reputation of the chapter by seeing that its obligations are met promptly
7. Help plan and execute the ways and means of providing for chapter income
8. Assist in preparing monthly statements of receipts and expenditures

Historian/ Reporter

1. Seek, gather, and classify all chapter news
2 Prepare articles for publication in school and local newspapers
3. Contact and acquaint the editors of school and local newspapers with the aims and purposes of Marketing Education
4. Keep a cumulative file of clippings, pictures, charts, copies, special programs, etc.
5. Work with the secretary in preparing and selecting materials for the bulletin board
6. Prepare and collect news and feature articles of statewide and/or national interest and submit them to the state newsletter or magazine
7. Assist in planning, collecting, preparing and arranging materials for chapter exhibits to be used for publicity
8. Submit interesting articles, projects, etc., to national and state DECA publications
9. Be able to use a camera

Parliamentarian

1. Be interested in and willing to help other chapter members understand the fundamental purposes of parliamentary law
2. Be prepared to advise the presiding officer and other chapter members on points of parliamentary procedure
3. Have reference material pertaining to acceptable parliamentary procedure available to refer to should the need arise
4. Be ever alert and call the chair's attention to significant irregularities in procedure
5. Be prepared to explain any irregularity and its effect on the fair and equal rights of all chapter members.

Leadership Development

It is important for the growth of each chapter to have a well-qualified and dependable group of officers. With capable officers, the business of the chapter will be conducted in the proper parliamentary fashion, an effective program of work which includes all members will be developed and implemented, records and minutes will be up-to-date and complete, good publicity will be forthcoming, and all members will grow professionally.

A good leader must have certain qualities which can be learned by the average person if that person works on these qualities intelligently. These qualities are also highly desirable in everyday life. The qualities of a leader are as follows:

1. **A good leader respects the rights and dignity of others. A leader realizes that every person can make worthy contributions.**

2. **A leader is willing to accept responsibility and do his/her part through work within the group.**

3. **A leader is able to work and get along with people in a friendly and peaceful manner. A leader must be straight-forward, agreeable, and industrious. The leader praises where praise is due, and he/she has sensitivity to the basic trends and moods of the group.**

4. **A leader is able to communicate thoughts and feelings in a clear and understandable manner as well as verbalize the ideas of the group.**

5. **A leader is well-informed on matters which concern the group. He/she arrives at a decision only after having an opportunity to secure and study pertinent information.**

6. **A leader is confident in him/herself; he/she possesses integrity and also shows trust for his/her fellow group members.**

7. **A leader is optimistic and enthusiastic; he/she believes that group action can overcome obstacles and solve problems. He/she works within the group with "zest" and enjoyment.**

8. **A leader is open-minded. A leader does not claim to have all the answers; he/she seeks the opinions of the group and accepts and supports them if they seem best for the group. However, he/she is willing to compromise on issues.**

9. **A leader has strength of conviction. A leader will "take a stand" and be counted, he/she can be convinced otherwise if evidence is presented that leads to the need for a change.**

10. **A leader will show initiative in getting the group started through sound and careful planning. A leader proceeds with the group discussion with knowledge rather than with reckless abandon.**

Characteristics of Leaders

The Good Leader	The Poor Leader
Has faith in people and wants to work with them.	Takes the job for the "honor" that he/she can get out of it.
Has poise and confidence. Speaks in a clear voice and enunciates words clearly.	Fails to understand what his/her example means to the other DECA members
Carefully preplans his/her program so the meeting moves with dispatch.	Lets everything go until the last minute, then just hopes everything will work out.
Shows interest and alertness by his/her own attitude, mind, body and countenance.	Seems bored, is not alert, whispers to other members and appears disinterested.
Is democratic in dealing with DECA members.	Dominates, imposes opinions, and forces others to depend upon him/her.
Is fair and impartial--doesn't take sides when he/she is presiding.	Shows what side he/she is on before getting the facts into the open.
Is patient, optimistic and gives credit for work done.	Is impatient, sarcastic, pessimistic, critical and takes the work of others for granted.
Is sensitive to the individual and recognizes individual differences.	Doesn't notice a loss of interest and fails to watch the group to detect boredom and weariness.
Acts as a helper, umpire and moderator so that all are encouraged to share in the work of DECA.	Cares about the business in general and does not consider individual differences.
Shows a sense of humor to relieve the tension of a serious meeting.	Has no humor in a meeting. The business is the most important thing, not the people.

OFFICER AGREEMENT

As ____________________________ of the _________________________ DECA chapter, I agree to perform all of the responsibilities of this office and maintain at least a(n) _____ grade in my Marketing Education class.

1. Provide leadership that motivates members to accomplish the chapter's goals.
2. Be a good listener.
3. Conduct myself at all times in a manner that reflects a positive image upon our DECA chapter and Marketing Education.
4. Promote enthusiasm among chapter members through enthusiastic behavior.
5. Represent the chapter when called upon. Wear a DECA blazer when appearing before groups and be well groomed.
6. Promptly handle all responsibilities. Place a copy of my activities in an actvities file.
7. Remain positive at all times.
8. Make myself available as necessary to promote the objectives of DECA and the Marketing Education program.
9. Promptly meet all financial responsibilities of membership in the DECA chapter.
10. Participate in all DECA activities.
11. Meet with other DECA officers monthly for planning and evaluation of chapter activities.
12 Execute all specific duties of this office.

____
Chapter Advisor Date

____
Officer Date

Election and Training of DECA Officers

Election of Officers

Once your chapter has decided how it will be organized, the next step is the election of officers. The following procedure is a SUGGESTED METHOD that could be used for this process.

1) Discuss with all members the duties and responsibilities of each officer. You may want to distribute the handout, "The Duties and Responsibilities of Each DECA Officer", which follows, or you may want to develop one appropriate for your DECA chapter organization.

2) Seek nominations for each office. You may want to have students complete an application such as the district officer candidate application which can be found in the *NC-DECA Handbook.*

3) Organize a screening and nominating committee(s) to interview those students wanting to run for office. They may also want to consider the results of a test on DECA. You may want to give "DECA Orientation Quiz" found in this guide. The state officer section of the *NC-DECA Handbook* has examples of screening and nominating questions which could be used.

4) The next step would be to have those students who make it through the screening and nominating committee to give campaign speeches. Large chapters may want to consider video-taping speeches and showing them to each Marketing Education class.

5) After the election, an installation ceremony should be conducted. A sample ceremony is included in this guide. The ceremony could be held in conjunction with the initiation of new members, parent's night, etc.

Training DECA Officers

Once elected, your new DECA officers need to be involved in some type of training program. Don't expect every officer to be familiar with his/her duties and responsibilities just as soon as they are elected. Training could be held for just your chapter's officers, or a district-wide training session could be held for all chapter officers in the district. If your district doesn't hold such an activity, why not consider having your new officers hold one. It would be a great leadership opportunity for them!

Topics to be covered in the training of new DECA officers could include making first impressions, giving speeches, developing enthusiasm among chapter members, etc. Masters for handouts follow which you may want to use in training newly elected DECA officers. Topics include duties and conduct of chapter officers, chapter officer responsibilities, characteristics of leaders, and leadership development.

Running for District or State DECA Office

Your newly elected officers may want to consider running for district or state office. Encourage them to do so! Each DECA chapter is entitled to run two candidates for district office. They must complete a district officer application, take a test on DECA, be interviewed by a screening a nominating committee, and give a campaign speech.

Each DECA chapter is also entitled to run one candidate for state office or two candidates if your school has two district officers. Students may run for president of the State Association or for the office of vice-president representing your DECA region.

Conducting Chapter Meetings

One of the most difficult tasks chapter officers have is to schedule chapter meetings and encourage members to be in attendance. One way of assuring that at least a quorum is present is to be certain your meeting is short, to the point, and involves everyone. The officers should not try to dominate the meeting, but should be there to maintain order and harmony and show support for the members. Meeting times will vary at your school as will the frequency of your meetings. The dates and times of all meetings should be decided upon prior to completing your Program of Work and these dates and times posted.

The following is a suggested agenda (order of business) for a chapter meeting. Every chapter should have an established order of business and follow it at all regular meetings. Members then know what to expect and can participate more effectively. The following order is suggested for regular meetings but is, of course, subject to modification and change to better fit the needs of your particular chapter. The following agenda can be used as an example of a "model DECA meeting."

1. **Call to Order**
2. **Pledge, DECA Creed**
3. **Reading and Approval of Minutes**
4. **Treasurer's Report**
5. **Committee Reports**
6. **Old Business**
7. **New Business**
8. **Program (optional)**
9. **Adjournment**

Chapter Officer Responsibilities in Conducting A Chapter Meeting

The Presiding Officer

1. Begin the meeting on time. Members will be there if they know the meeting will begin at the specified time.
2. Be sure a quorum is present before beginning the business portion of the meeting.
3. Always keep the meeting under control. Limit the debate on the part of any one individual in the interest of keeping the meeting on the subject. Use the gavel of authority when necessary.
4. Conduct your meeting according to parliamentary procedure.
5. Be impartial at all times.
6. Recognize any member who wishes to speak.
7. Do not permit discussion until a motion is made, seconded, and stated by the chair.
8. State motion clearly and before taking a vote, be sure that all understand what the question is upon which they are voting.
9. Announce the vote and the result of the vote.
10. Require all remarks to be addressed to the chair. Don't permit members to discuss the question among themselves nor address questions or remarks to each other.
11. Close the meeting on time.

The Secretary

1. Be sure and take down the minutes of ALL meetings--formal, informal, and called meetings. Your record is important.
2. Record in your minutes what is DONE and what is SAID.
3. Always record the exact wording of motions, whether they are carried or lost in the voting and make a record of who made the motion.
4. If you can't get the exact wording of the motion, you have every right to halt the proceedings long enough to do so by requesting the presiding officer to have the motion repeated slowly enough for you to make a record of it.
5. Your minutes should always show the names of members who have been appointed to committees--with the name of the chairperson if any was designated.
6. Minutes are important enough to be written in a permanent minute book not on small pieces of paper. Any corrections which are made in the minutes as read should appear in the margin. A SAMPLE MINUTES PAGE APPEARS ON THE NEXT PAGE.

Sample Minutes of A DECA Chapter Meeting

(Place) (Date)

The regular meeting of the Ourtown chapter of the NC Association of DECA, held in the marketing classroom, was called to order at 2:30 p.m., by the president, Dewey Diamond, on September 25, 19--.	**MEETING**
Pledge of Allegiance to the Flag was led by May Lee.	**PLEDGE**
The following guests were introduced: Mr. Ronald Smith, Personnel Director of Mason's and Ms. Jan Long, State DECA secretary.	**GUESTS**
Thirty members were present.	**ROLL CALL**
The treasurer reported a balance of $567.34.	**TREASURER'S REPORT**
Membership chairperson, Alice Rowe, reported two new members, Bess Slim and Charles Warren.	**COMMITTEE REPORT**
An invitation was read from the Othertown DECA Chapter to attend their installation on October 8, 19--.	**CORRESPONDENCE**
The motion by Alton Grant "that a new camera be purchased for the chapter historian" was adopted.	**NEW BUSINESS**
(Give details of program if one is presented--title, name of speaker, etc.).	**PROGRAM**
Meeting of all officers was announced for Sept. 29, Marketing classroom, 7:00 a.m.	**ANNOUNCEMENTS**
Meeting was adjourned at 3:30 p.m.	**ADJOURNMENT**

Signed: ______________________
(DECA Chapter Secretary)

Suggested Officer Installation

Staging: In the center of the stage, place a table with four lighted candles upon it in diamond-shaped formation to represent the four points of the DECA Diamond. If possible, use a floral centerpiece representing DECA's colors--blue and gold. Display the DECA banner prominently, either in the background or across the front of the table. The outgoing officers should sit on the right side of the stage (from auidence viewpoint), with the incoming officers on the left and opposite their corresponding officers. One other candle is lit for the installing officer to use during the ceremony. Each newly elected officer is holding a candle which will be lit during the ceremony. You may also want to make a copy of the following part for the installing officer.

Installing Officer: "Fellow members of DECA, it is my pleasure at this time to present your new officers--duly elected and entrusted with the administration of this organization during the coming year. Will the vice-presidents-elect please come forward."

"You have been chosen as the vice-presidents of this DECA chapter by your fellow members. They have, thus, demonstrated their confidence in your ability to assume leadership functions of this organization. It shall be your duty to assist the president whenever called upon to do so and to serve as chairpersons of chapter committees. If you are willing to assume these responsibilites please raise your right hand and repeat after me this pledge: I understand fully/ the responsibilities of the office of vice-presient/ and hereby promise to accept and fulfill these responsibilities/ to the best of my abililty." Installing officer lights their candles, and they step back.

"Will the president-elect please step forward."

"Mr./Madam president-elect, you have been chosen by the chapter members of the ________________________ DECA chapter to lead this organization for the coming year. In electing you president, we have indicated our faith in your qualities of leadership, responsibility, diplomacy, and intelligence and hereby entrust you with the future administration of this chapter."

"As president you will preside over all of the meetings of this chapter and be responsible for our progress during the coming year. We will look to your leadership in all endeavors. If you are willing to accept this responsibility, please raise your right hand and repeat after me: I understand fully/ the honor and responsibilities which have come to me as president/ of the __________________ DECA chapter/ and do solemnly and sincerely promise/ to accept and fulfill these responsibilities/ to the best of my ability."

The installing officer then lights the candle of the president-elect and presents him/her with the gavel--handle first. The newly elected president is now in charge of the meeting.

Presentation of Emblem Ceremony

The following ceremony may be used to initiate new DECA members. It may be used as a separate ceremony or as part of the officer installation ceremony.

Speaker No. 1--The Diamond is the official emblem of DECA--The diamond, a precious stone, denotes brilliance, strength, character, and beauty. These attributes should be reflected in the lives of our members. The colors of the diamond are blue and gold. Blue suggests sincerity, it suggests that we should be true to ourselves and it is the color of the heavens above us; it encourages us to reach upward. Gold suggests to us the crowning success which comes to those who live wisely and usefully. The DECA emblem is worn by over 200,000 DECA members throughout the United States.

Speaker No. 2--The first of the four major points of the Diamond represents VOCATIONAL UNDERSTANDING. The Marketing Education graduate is prepared to take his/her place in the business world with an understanding of the operation of marketing businesses and the opportunity for further accomplishment in the field of marketing.

Speaker No. 3--The second point represents CIVIC CONSCIOUSNESS. The Marketing Education student learns to recognize his/her obligations to the community in which he/she lives through studying community needs, and planning worthwhile projects, and serving on committees designed to create a better place to live.

Speaker No. 4--The third point represents SOCIAL INTELLIGENCE. The Marketing Education student has an opportunity to develop socially. Many social events during the year provide ample opportunity for the student to gain an understanding of what is socially acceptable.

Speaker No. 5--The fourth point represents LEADERSHIP DEVELOPMENT. The Marketing Education student has an opportunity to participate in many activities in which he/she can learn to assume responsibilities and serve in the capacity of both follower and leader.

Speaker No. 6--The wrapped package in the center of the Diamond is symbolic of a job wll done. It is only natural that the central theme would be one from the merchandising field. It symbolizes the satisfaction that a salesperson feels after completing a sale. It also symbolizes the cooperation of the school administration, teachers, parents, and merchants in assisting the Marketing Education student in acquiring a well-rounded education in preparation for life.

VOCATIONAL UNDERSTANDING, CIVIC CONSCIOUSNESS, SOCIAL INTELLIGENCE, LEADERSHIP DEVELOPMENT...These four points surround the package of satisfaction, signifying a job well done. It is through practice of these points and perseverance that we as DECA members may take our rightful place in the business world and in the field of marketing.

President: You have heard the explanation of our insignia. As members of DECA you are expected to support the activities of our organization, to carry out the duties assigned to you and, by diligent attention to your work, to qualilfy for leadership by meeting the high standards set in work experience, in school work, and in your character.

You are now prepared to take the vows of membership in our organization. As you repeat these vows, think of the meaning of the words you say and resolve to do your best to live by them. Please repeat after me:

"I solemnly pledge myself/ to carry out to the best of my ability/ all of the duties and responsibilities/ of membership in the ________________ chapter of DECA./ I fully accept the purposes/ of this organization,/ and promise to uphold its ideals/ in my personal life and in my business actvities./ I realize the importance of working cooperatively./ I will so conduct myself/ that I shall reflect honor upon the organization,/ and I will at all times/ endeavor to maintain high standards of personal integrity."

I now declare you to be members of the _______________ Chapter of DECA, with all the rights and privileges of membership.

Parliamentary Procedure Guide

The majority of students who join a local DECA chapter soon discover that there can be no orderly meeting unless the chapter members agree to follow certain rules. There has to be some kind of systematic way for individual chapter members to take part in discussions. These rules of organization are known as parliamentary law. Parliamentary law once referred to the customs and rules for conducting business in the English Parliament. Much of the same kind of laws are used in the United States Congress. Today, organizations of all kinds follow the rules of parliamentary law in their proceedings. In schools, parliamentary law is observed in clubs, groups, and organizations. Even though student organizations need not follow all the rules of parliamentary law, a knowledge of the basic rules are of great importance in the orderly conduct of a meeting.

In order to maintain harmony within the chapter meeting, proper parliamentary procedures need to be used. Parliamentary procedures can become very confusing and in most cases, will not be used in depth at your local meetings. When used correctly, parliamentary procedure can make your meeting more controllable and, therefore, more meaningful. The material that follows outlines only the most basic rules of parliamentary procedure. If you would be interested in learning more about parliamentary procedures secure a copy of Robert's Rules of Order, Newly Revised.

Purposes

1. It enables a chapter to transact business with speed and efficiency
2. It protects the rights of each individual (both those in the majority and those in the minority)
3. It preserves a spirit of harmony and cooperation in a group.

Basic Principles

1. Discuss only one subject at a time
2. There should be full and free debate
3. Every member has rights equal to every other member
4. The majority rules and the rights of the minority are respected

Types of Motions

1. Main Motions
   a. Idea for consideration, "I move that ...."
   b. Only one motion can be considered at a time
2. Subsidiary Motions
   a. Their purpose is to modify or dispose of the main motion
   b. Must be related to questions before the group
   c. Must be voted upon, before voting on main motion

3. Privilege Motions
   a. No connection with main motion
   b. They are entitled to immediate consideration
   c. Can set aside, temporarily, business before the group

Progress of a Motion

1. A member rises and addresses the presiding officer. "Mr/ Madam Chairperson...."

2. The member is recognized.

3. The member proposes a motion, "I move that ....."

4. Another member seconds the motion
   a. "I second the motion."
   b. If no one seconds the motion, the chairperson will say "Is there a second?"
   c. If there is no second, the motion is lost.

5. The presiding officer states the motion.

6. Group discusses or debates the motion
   a. All remarks should be addressed to the chair and be of an impersonal nature
   b. Maker of the motion has first opportunity for debate
   c. A member that has not spoken has claim to the floor over one that has had the floor
   d. The chairperson knows the feelings of the members. He should alternate between individuals.

7. Presiding officer takes a vote
   a. "Is there any further discussion....."
   b. "Silence, there is no further discussion....."
   c. "All in favor say 'Aye'; those opposed say 'No'."

8. Announce the results of the vote
   a. "The motion passses."
   b. "The motion fails."

Amendments

1. Amendments are proposed to make changes in the main motion.

2. They must have a bearing on the subject.

3. They can take the following forms:
   a. to insert
   b. to add
   c. to strike out
   d. to strike out and insert
   e. to substitute

4. The member says "I move to amend the motion by ...."

Methods of Voting

1. *Voice Vote*: "Aye and Nay"--used for majority of votes
2. *Show of Hands*: Used for small groups
3. *Roll Call*: Secretary checks attendance as well as the vote
4. *General Consent*: Chair states that "If there is no objection, we will...."
5. *Ballot*: Used for secret voting; each person writes his decision on a piece of paper

Types of Votes

1. *Majority*--at least one more or a number greater than half the vote cast
2. *Plurality*--the most votes cast regardless of majority
3. *Two Thirds Vote*--2/3s of the vote cast
4. *Tie Vote*--same number for and against; in this case, the motion is lost unless chairperson is able to cast deciding vote

Summary of Motions

How to Introduce New Business--The main motion

How to Secure a Counted Vote--Call for division of the house

How to Modify, Change, or Improve a Motion--Motion to amend

How to Enable More Careful Consideration--Refer to committee

How to Stop Discussion--Call for previous motion

How to Delay Action--Table the motion, postpones vote

How to Enforce the Rules--Rise to a point of order

How to Make Requests--Rise to point of information

Planning A Program of Work

DECA chapter activities complement, supplement, and strengthen the instruction provided in the Marketing Education program. Combined with classroom instruction and cooperative or project vocational application experiences, DECA activities round out and enrich the total instructional program.

A beneficial well-rounded program of student activities does not just happen, it must be developed. Development of a Program of Work requires sound thinking and careful planning. "What, when, where, who, and how" are important questions which must be considered well in advance. In order to get a broad view of the whole proposed program, it is necessary that the entire plan be put on paper.

Essentials of a Program of Work

1. A challenging program of activities
2. Capable officers
3. Interested members
4. Distributed responsibility shared by all members
5. Proper equipment and records
6. A knowledge of DECA on the part of every member

Guidelines for a Program of Work

1. It is an outline of activities covering a definite period
2. It includes specific goals, ways and means of reaching them, and adequate provisions for checking on accomplishments
3. It should be well-rounded and carefully worded
4. It should be based primarily on the needs of the members and the organization, with consideration given to the needs of the school and the community.
5. It should represent the combined thinking of a majority of the members
6. New chapters should not undertake an elaborate program for the first year; however, it must present a challenge to the members

Developing a Program of Work

1. Review as a total chapter the possible activities in which the chapter might participate
2. If you are a new chapter or have never done a Program of Work, secure copies of programs of work from other chapters and review them for ideas. If you have had a Program of Work in prior years, review those programs at chapter meetings
3. Decide on two or three activities that will definitely be included
4. Develop a "laundry list" of other possible activities
5. Appoint a Program of Work committee if one is not already designed for each section of the program, and turn over the preliminary materials as listed to this group
6. Have the committee on Program of Work report back to the chapter
7. Put the total Program of Work in writing
8. Check the Program of Work with school authorities and others concerned
9. Adopt the Program of Work when satisfactory, appoint permanent committees to be responsible for each major division, assign duties to them and set to work on it.
10. Monitor and evaluate progress being made to accomplish the Program of Work.

The Program of Work carried on at the local level is the most important phase of the entire chapter structure. It is at the local level that the greatest amount of member participation takes place. The state and national organizations are dependent upon the local chapters. The total DECA organization should be viewed as a pyramid with the local chapters providing the firm foundation.

On the following pages you will find examples of Programs of Work. The second example is developed around the North Carolina Roses' Chapter Activities Award. These are only examples; develop specific activities for your DECA chapter. A copy of a worksheet that could be used in developing the details for a Program of Work is also presented.

SAMPLE PROGRAM OF WORK

AUTUMN

SEPTEMBER

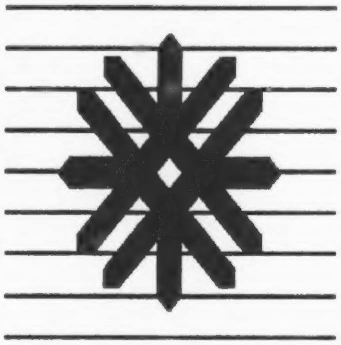
1. DECA orientation
2. Election of officers
3. Committees appointed
4. Preparation for participation in District Leadership Conference
5. Collect local, state, and national dues
6. Order DECA pins, officer jewelry, DECA sweat shirts, etc.
7. Plan Program of Work
8. Hold social and recreational activity
9. Hold teacher recognition activity

OCTOBER

1. Attend District Leadership Conference
2. Begin work on individual and chapter DECA projects
3. Stage installation of officers; involve parents, businesspeople, and school administration
4. Hold DECA open house
5. Meet with DECA advisory committee
6. Send in article to school newspaper, *DECA Images*, local newspaper

NOVEMBER

1. Conduct chapter fund-raising project
2. Begin preparation for participation in DECA competitive events
3. Send in article to *New Dimensions*



WINTER

DECEMBER

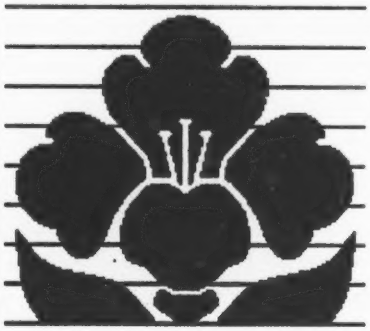
1. Sponsor a needy family for Christmas
2. Decorate the classroom/school for holidays
3. Have a DECA Christmas Party for a local children's home or similar agency
4. Send Christmas cards to employers and other Marketing Education supporters

JANUARY

1. Finalize district competitive events plans--select participants
2. Complete DECA written events
3. Plan National DECA Week activities
4. Select student for state officer candidate

FEBRUARY

1. Attend district competitive events conference
2. Conduct DECA Week promotion activities
3. Continue with school-wide and community promotion



SPRING

MARCH

1. Attend state DECA conference
2. Send in article to school and community newspapers

APRIL

1. Assist chapter advisor with recruitment of future Marketing Education students and DECA members
2. Make preparations to attend the National Career Development Conference.
3. Attend National Career Development Conference
4. Plan employer-employee function

MAY

1. Hold employer-employee function.
2. Plan a social event to welcome new Marketing Education students
3. Organize/plan alumni activities for graduates
4. Evaluate DECA activities for the year
5. Recognize outstanding DECA members on Awards Day

Program of Work (Example #2)

AUGUST

50 pts.	Conduct a swim party for second year Marketing Education students with planned program of activities including goal setting session. SOCIAL INTELLIGENCE
50 pts.	Conduct an orientation meeting for all new Marketing Education students before school begins. CHAPTER ORGANIZATION
30 pts.	Local, student-initiated recruitment activities. PROGRAM PROMOTION

SEPTEMBER

40 pts.	Chapter members participate in District Leadership Conference (Two points for each member attending, 40 pts. maximum) LEADERSHIP DEVELOPMENT
20 pts.	List of all local chapter officers mailed to state DECA Advisor by deadline date including home addressees, training station, and employer's name. LEADERSHIP DEVELOPMENT
10 pts.	Organize an alumni chapter. CHAPTER ORGANIZATION
30 pts.	Community news article. PROGRAM PROMOTION
30 pts.	Prepare a monthly calendar for each chapter member. CHAPTER ORGANIZATION
30 pts.	Conduct monthly executive council meeting with planned agenda and minutes. CHAPTER ORGANIZATION

OCTOBER

15 pts.	Presentation by training sponsor on any of the marketing instructional areas VOCATIONAL UNDERSTANDING
50 pts.	Organize and implement a chapter initiation and officer installation ceremony. CHAPTER ORGANIZATION
40 pts.	Conduct a fall orientation dinner for parents to explain the Marketing Education program. SOCIAL INTELLIGENCE
10 pts.	Chapter members participate in DECA Southern Regional Conference (two points for each member attending) LEADERSHIP DEVELOPMENT
40 pts.	DECA membership dues submitted to state advisor by deadline date. CHAPTER ORGANIZATION
30 pts.	School newspaper article. PROGRAM DEVELOPMENT
30 pts.	Community newspaper article. PROGRAM DEVELOPMENT

NOVEMBER

30 pts.	"DECA Images" article. PROGRAM PROMOTION
40 pts.	Article for "New Dimensions". PROGRAM PROMOTION
30 pts.	District officers participate in district officer training session. LEADERSHIP DEVELOPMENT
15 pts.	Presentation by training sponsor on any one of the marketing instructional areas. VOCATIONAL UNDERSTANDING
30 pts.	Community newspaper article. PROGRAM PROMOTION
25 pts.	Present a formal program before a civic group. PROGRAM PROMOTION

DECEMBER

50 pts.	Operate gift wrap center at shopping center. VOCATIONAL UNDERSTANDING
30 pts.	Christmas party for chapter members. SOCIAL INTELLIGENCE
25 pts.	Conduct civic consciousness project. CIVIC CONSCIOUSNESS
20 pts.	Send employers and chapter supporters Christmas cards. SOCIAL INTELLIGENCE
30 pts.	School newspaper article. PROGRAM PROMOTION

JANUARY

30 pts.	Complete a business sponsored inventory project. VOCATIONAL UNDERSTANDING
15 pts.	Presentation by training sponsor on any one of the marketing instructional areas. VOCATIONAL UNDERSTANDING
10 pts.	Give presentation concerning Marketing Education to civic group. VOCATIONAL UNDERSTANDING
40 pts.	"New Dimensions" article. PROGRAM PROMOTION
30 pts.	"DECA Images" article. PROGRAM PROMOTION
25 pts.	Participate in school clean up campaign. CIVIC CONSCIOUSNESS

FEBRUARY

50 pts.	Participate in ski trip. SOCIAL INTELLIGENCE
20 pts.	Visit children's ward. CIVIC CONCSIOUSNESS
50 pts.	Participation in a radio interview about Marketing Education and DECA. PROGRAM PROMOTION
30 pts.	Recognition of National DECA Week. PROGRAM PROMOTION
30 pts.	Post DECA Billboard. PROGRAM PROMOTION

MARCH

40 pts.	Chapter members participate in DCEC. (Two points for each member attending, 40 maximum) LEADERSHIP DEVELOPMENT
30 pts.	Community newspaper article. PROGRAM PROMOTION

DECA Chapter Committees

A DECA chapter's Program of Work should be planned and executed through committees. All chapter members should serve on at least one committee. One possibility is that each class have an equal amount of representation on the committees so that the entire chapter is participating in the formulation of chapter activities. Another option is for the different committees to be formed within the various classes to aid with scheduling the meeting times of the committee. Big events or programs are usually headed by a general chairperson. The DECA chapter president in selecting the committee chairperson, looks for a person that can do those things acceptably. It becomes his/her job to appoint committee members and assign the specific duties and responsibilities and then follow up to insure the carrying out of the tasks assigned. After the committees have been appointed, a roster should be developed listing committee members and the purposes of each committee for distribution to chapter members. A sample committee roster is presented on the next page. It can be adapted to the committees established by your chapter.

Specific responsibilities of most committee chairpersons include the following:

1. Appoint committee members and call them together in a meeting.
2. Appoint a secretary to take notes during the committee meeting.
3. Explain the over-all task or problem to be handled by the committee.
4. Ask for suggestions from the group.
5. After suggestions are made, summarize each and have them fully discussed.
6. Have group reach a decision.
7. Be sure the committee understands what has been decided by summarizing.
8. Thank members of group for their help and participation. Adjourn meeting.
9. Review notes on the meeting with committee secretary.
10. Produce report of committee in duplicate and give one copy to DECA president.
11. Be prepared at future DECA meeting to make oral report on what committee accomplished.

DECA CHAPTER COMMITTEES
19--/19-- SCHOOL YEAR

CHAPTER ACTIVITIES AWARD COMMITTEE PURPOSE: To select the necessary activities for the chapter to accomplish throughout the year and present these activities to all chapter members for approval. The committee members are also responsible for making sure all activities are completed and recording all information to be sent to the state DECA advisor.	Chairperson: Committee Members:
PROGRAM COMMITTEE PURPOSE: The program committee is responsible for scheduling a professional program for each monthly chapter meeting throughout the year. The committee members make all contacts and introduce the program.	Chairperson: Committee Members:
BENEVOLENT ACTIVITIES COMMITTEE PURPOSE: The benevolent committee is responsible for planning chapter activities for helping people in the community who are unable to help themselves. Committee members design the events and all chapter members become involved.	Chairperson: Committee Members:
PUBLICITY COMMITTEE PURPOSE: The publicity committee is responsible for writing up all special events and activities accomplished by the chapter. These articles may be submitted to school or local newspapers, or state and national DECA publications. Committee should collect all publicity.	Chairperson: Committee Members:
RECREATION COMMITTEE PURPOSE: The recreation committee is responsible for planning all social activities for chapter members. The organization of each event is done by committee members while all chapter members help to implement and to participate in the events.	Chairperson: Committee Members:

PROGRAM OF WORK
Activity ______________________________ **Page** ____ **of** ____

START DATE	END DATE	SUBACTIVITIES	PERSON(S) IN CHARGE	STUDENTS INVOLVED	EXPENSES Description/ Amount

Promoting DECA

1. Public Relations for Marketing Education and DECA
2. Public Relations Efforts for Specific Groups
3. Public Relations with Parents of Marketing Education Students
4. Public Relations with Marketing Education Employers
5. Sample Letter to Training Sponsors
6. Public Relations with Various Other Groups
7. Planning and Publicizing DECA Special Events
8. Checklist for Planning Special DECA Events
9. Planning DECA Chapter Activities
10. Special Events to Publicize Marketing Education and DECA
11. Outline for Presentation of Marketing Education
12. Sample Mayor's Proclamation
13. Broadcast Media Tips
14. Sample Radio Scripts

Public Relations for Marketing Education and DECA

Overview

The public relations component of a Marketing Education program can be defined as the total of all impressions made on the public by anyone connected with the Marketing Education program. Thus, your public relations program will be affected by everything you do, everything you say, everything you write, and everything you leave undone, unsaid or unwritten. Any Marketing Education program must develop good public relations if the program is to be a success in the school, with business, and in the community.

Principles of Public Relations

1. A public relations program must stress the positive.
2. Public relations must be continuous. Plans should be made for a year so that the effectiveness of the Marketing Education program is communicated throughout the year.
3. Public relations must be honest in both intent and execution.
4. Public relations should cover all phases of the Marketing Education program. This includes classroom-related instruction, on-the-job training, DECA, the local advisory committee, and parental involvement.
5. Public relations must be simple in meaning and conception. All segments of the public, including those who have no knowledge of marketing, must be able to understand what is being said about the Marketing Education program.
6. The Marketing Education program must be intrinsically sound. Public relations can only be as good as the program from which they originate. Public relations is not intended to and can never take the place of well-planned, well-operated, and well-coordinated Marketing Education programs.
7. The Marketing Education program either has good public relations or bad public relations. There is no such thing as NO public relations!

Goals of a Public Relations Program

1. To promote and improve the Marketing Education program.
2. To foster student interest in Marketing Education.
3. To create a favorable image in the eyes of businesses, students, parents, teachers, administrators, counselors, school board members, politicians, and civic/professional organizations.
4. To emphasize the need and value of the Marketing Education program to students, the school, and the business community.
5. To promote Marketing Education to prospective employers.

Public Relations Efforts For Specific Groups

Marketing Education Students

Public relations begin in the classroom. Students who have seen what Marketing Education is doing for them, and graduates who know how valuable it has been for them are the basis for good public relations. Some suggestions for the classroom include:

a. Have a well-planned instructional program
b. Show sincere effort to help students
c. Give individual responsibilities and show confidence in student's ability to succeed
d. Be enthusiastic

Other Students

Other students can be reached by using some of the following ideas

a. Report activities of class and DECA to school newspaper
b. Sponsor assembly program about Marketing Education. Let students participate.
c. Publicize success of students and DECA
d. Use bulletin boards and exhibits
e. Keep the classroom neat and attractive
f. Arrange for other students and faculty to visit classroom
g. Plan career-day activities to show opportunities in marketing occupations
h. Maintain an attractive display window

School Personnel

A good working relationship with faculty, counselors, administrators, and state-level personnel is desirable. They should understand that the classroom represents ony a part of the Marketing Educaiton program. Let them know of the coordination, supervising, and follow-up of students on the job, the surveys, advisory committee meetings, and the numerous other duties involved. Specific suggestions for involving these members of the school staff include:

a. Invite members of faculty, counselors, and administrators to participate in the classroom activities. Let them serve as customers, job interviewers, and judges.
b. Invite them to serve in some capacity at district DECA competitive events.
c. Invite them to employer-employee functions.
d. Ask for their recommendations in student selection.
e. Offer to speak to other classes on marketing.
f. Assume your share of faculty responsibility.
g. Be professional. Report to work on time. Avoid asking for special favors. Follow school rules.
h. Participate in school programs and social events.

Parents and Parent Organizations

a. Arrange for contacts with parents on a regular basis to report on progress of students. Parents should not be allowed to think contacts are made only if students are having difficulty.
b. Invite parents to installations, open house, and other special events.
c. Join and participate in parent-teacher organizations.
d. Present programs on Marketing Education at parents' organization meetings. Use students whenever possible.

Businessmen, Labor and Trade Associations	a. Invite representatives to serve on advisory committees. b. Invite representatives to present talks or give classroom instruction. c. Solicit their help in obtaining teaching aids. d. Ask them to participate in survey projects sponsored by DECA. e. Invite them to employer-employee functions. f. Keep them informed on DECA and class projects. g. Join and participate in civic and business organizations, the Chamber of Commerce, Lions, Jaycees, etc. h. Present programs on Marketing Education at civic and business organizations, using students whenever possible.

Public Relations With Parents of Marketing Education Students

Parent orientation activities provide the opportunity for you to promote Marketing Education and to inform parents about the structure and operation of the program. A parent orientation can be approached in numerous ways. The following are suggested ideas for orientation activities.

One way to handle such an orientation session would be to have a meeting in the classroom or in a banquet event. This type of format can be incorporated with the installation of officers and initiation of new members. Information on DECA installations and initiations are included in this guide.

Suggested Agenda:

Call To Order	DECA President
Pledge/Invocation	Marketing Education Student
Introduction of Guests	Marketing Education Student
Welcome	School Administrator
What is Marketing Education?	Marketing Teacher Coordinator
What is DECA?	DECA State Officer
What will your son or daughter gain from Marketing Education?	Marketing Education Graduate
Course Expectations and Evaluations	Marketing Teacher Coordinator
Installation of Officers (optional)	Past DECA officers
DECA Creed	Marketing Education Student
Close	DECA President

Other program ideas for parent orientation could include any of the following:

1. On-going slides of students on-the-job, in class, and participating in DECA activities
2. Finished attractive displays
3. Show film/slide presentations on Marketing Education and/or DECA
4. Ask alumni to share their experiences in the program
5. Show student demonstration of in-class activities such as sales demonstrations, job interviews, or other role-playing situations
6. Invite members of the Advisory committee or employers to be on hand to share their experiences with the Marketing Education program to parents
7. Invite the state Marketing Education consultant to share examples of Marketing Education "success stories" with parents

Follow through on this activity by sending out appropriate thank you notes and news releases.

Public Relations with Marketing Education Employers

Employer public relations encompasses a large variety of activities from which to choose. The following are some suggested employer public relations activities:

1. Send them a thank you letter acknowledging their support for hiring your student (sent within a week after employment is secured)
2. Send them a Christmas card or letter to wish them a joyous holiday season and a prosperous new year
3. Conduct a beginning of the school year orientation breakfast, luncheon, or tea
4. Issue invitations to attend various activities throughout the year such as competitive event meetings for DECA
5. Invite them to speak to your classes on a topic of their area of expertise
6. Notify them of seminars that might be advantageous to them or their employees
7. Send them a calendar of upcoming events (ME, DECA, School). See exhibit which follows.
8. Hold an employer appreciation banquet

TO: Training Sponsors

FROM: Marketing Education Teacher-Coordinator

RE: Calendar of Year's Activities

As our new school year begins, we would like to express our appreciation to you for your valuable contribution as we begin our partnership in the training of Marketing Education students for careers in marketing businesses. Our goal is to discover and to develop the best qualities of students so that upon graduation these young people will be well-qualified employees and useful citizens.

As you may know, the Marketing Education program consists of three parts: (1) the actual job training, (2) the classroom phase, and (3) the DECA program. Once we discover the student's career objective, we provide means of growth in that area through the planning of classroom instruction which relates to his/her particular job and career objective.

DECA provides a program of student activities and is designed to develop future leaders. The main goals are to establish social intelligence, vocational understanding, civic consciousness, and leadership development. The competition that the student experiences in DECA activities helps him/her to relate to the competitive situations found daily in our free enterprise system.

During the current year, there will be social and competitive activities for Marketing Education students. Some, but not all, will involve your student trainee. We have informed our students that their first loyalty is to their job; however, we feel that you are also interested in their total development. Therefore, we ask for your cooperation in providing the opportunity, whenever possible, for your student-trainee to attend and to participate in these DECA functions. Students are instructed to notify you at least one week prior to these functions in order that adjustments can be made. Job training is a vital part of this program and student loyalty to his/her employer is greatly emphasized. Only with your understanding and cooperation will the student participate in DECA activities.

Thanking you in advance for your cooperation.

Enclosure: Calendar

Public Relations With Various Other Groups

Ideas for prompting the support of various other groups for the Marketing Education program are listed below.

Administrators

Request advice for improving and promoting the program
Introduce important visitors
Invite to employer appreciation functions
Invite to other special events
Provide informative materials about the program on a periodic basis
Invite into the classroom
Recognize for services rendered

Counselors

Provide with informative materials about the Marketing Education program
Host a counselor to lunch periodically
Ask to participate in DECA activities
Invite to Advisory Committee meetings
Invite a counselor on a rotating basis to accompany you on coordination visit
Keep them informed of student achievements
Introduce to important visitors
Invite into the classroom
Invite to DECA speical events
Invite to employer appreciation functions
Recognize for services rendered

Teachers

Be an active faculty member
Use team teaching, call upon staff members to present expertise to your students, be willing to reciprocate
Invite other classes into Marketing Education classroom to listen to speakers
Involve in DECA activities when possible and appropriate
Consider their suggestions in the selection of students
Recognize for services rendered

Guest Speakers

Provide them with information about Marketing Education before they arrive
Have a student host greet them and guide them to the ME classroom
Introduce them to various people at school--administrators, counselors, etc.
Show them the school facility, especially the Marketing Education classroom laboratory
Demonstrate interest in their presentations with appropriate questions
Upon their departure escort them to an appropriate exit
Follow up their presentation with appropriate thank-you letters

Civic/Social/ Professional Groups	Speak to their groups Solicit their cooperation in acquiring teaching materials Invite them into classroom Recognize for services rendered
Students	Sponsor an ACTIVE DECA chapter Use past and present cooperative education students as promotional tools Cooperate with other student organizations in school-wide projects Foster a cooperative relationship with local businesspeople through newsletters, displays, and projects Publicize the awards and achievements of students Have a Marketing Education Student of the Month Encourage students to participate on the staffs of school paper and yearbook
Advisory Committee	Consult their advice on curriculum offerings Invite to attend classes and DECA meetings Invite to employer appreciation functions and introduce them Confer with on ways to acquire equipment, publications, additional training stations, etc. Recognize for services rendered
Non Teaching Personnel	Be courteous and friendly; win their approval of the program Introduce to important visitors Keep office informed of your intinerary Take a personal interest in them and their work Recognize for services rendered
Businesses Other Than Training Stations	Ask to participate on the Advisory Committee Invite to present a talk or give classroom instruction on subject or a particular area Provide with descriptive brochures about the ME program Solicit their help in obtaining teaching aids Ask to participate in service projects sponsored by DECA Recognize for services rendered

Planning and Publicizing DECA Special Events

A special event is a valuable public relations tool for reaching many publics. Some activities which might be developed into special events are: dances, initiation and installation ceremonies, banquets, conferences, exhibits, luncheons, socials, seminars, tours, and workshops.

Some goals you may wish your special event to achieve are:

1. **to convey a positive image of your Marketing Education program**
2. **to dramatize an idea or the DECA philosophy**
3. **to raise funds for the organization's use or for donation**
4. **to create or maintain membership unity**
5. **to alter opinions/motivate corresponding action**
6. **to recruit new members into the Marketing Education program**
7. **to publicize Marketing Education goals and DECA activities**
8. **to educate or inform students**

A special event brings your Marketing Education program and DECA chapter greater exposure to your publics, and the leadership learned by the students involved in creating and carrying out the project is in keeping with the goals and expectations of Marketing Education and DECA. Finally, the impact of all the publicity received tends to reinforce Marketing Education and DECA as a progressive force in the community. Although public relations may not be the primary reason for sponsoring a special event, publicity can be a major reward of the program. You should build publicity into the program throughout the planning and implementation of the event.

Step One: Establish Committees

At the initial planning stages chapter officers should establish and chair necessary committees which would probably include the following--

1. Coordinating committee to tie together the various efforts of the committees as well as make final decisions
2. Program committee which will be responsible for the content of the event; invites and works with speakers
3. Arrangements committee which coordinates the physical needs of the event
4. Hospitality committee which prints and issues invitations, prepares name tags, greets members and guests, and acts as a host/hostess for the event

5. Publicity committee to invite the media, issue press releases, assist reporters attending, arrange press interviews with speakers, guests or prominent members

6. According to the nature of a given event, additional committees may be needed: audio visual equipment, awards/prizes, reservations, etc.

Step Two: Estimate A Budget

Before any money is spent or obligations incurred, revenues and expenses should be estimated and recorded. A system of payment should be organized. Budget categories may include food, rental of meeting room, photography processing, transportation, awards, door prizes, postage, decorations, programs, etc.

Step Three: Hold Committee Meetings

Committee heads need to be up-dated on a periodic basis. These can serve to stimulate committee workers. Cover such items as:

--is the committee on schedule?
--is the committee within the budget?
--are there major problems?
--are there new and interesting developments?
--does the committee need more help?

Step Four: Publicize the Event

Before the event, determine your target public according to the event's goals. Then select the most effective media to reach your target publics. A press release should be sent out at least one month prior to the event which gives the date, time, location, nature and objectives of the event. You may want to extend special invitations to those media representatives you feel would be particularly interested in your event.

After the event send polite, short thank-you notes to those media representatives who attend. Prepare a follow-up release summarizing the event and distribute to all media. Try to include an appropriate photograph.

Checklist for Planning Special DECA Events

1. What type of event will be held?

2. Committees needed:

    Program/planning
    Invitations
    Decorations
    Publicity
    Entertainment
    Reception
    Clean-up, etc.

3. Date and time event to be held?

4. Theme

5. Who shall be invited?
    Principal
    Other administrators
    Counselors
    Businesspersons
    Other staff members/teachers
    Alumni
    State DECA officers
    District/state Marketing Education personnel
    Advisory committee members
    Spouses of guests

6. What should be included in the program?

7. Printed programs

8. Printed invitations (mailed at least 2-3 weeks prior to the activity)

9. Where event will be held?

10. How shall the event be financed?

11. Procedure for welcoming the guests.

12. If a head table is being used, who should be seated there?

13. Speaking responsibilities: Topics/Time on agenda that the speaker will use

14. Seating chart

15. School approval

16. Follow-up thank you letters

17. News releases

Planning DECA Chapter Activities

DECA chapter activities and projects should be developed around the four points of the DECA Diamond--Civic Consciousness, Leadership Development, Vocational Understanding, and Social Intelligence. In addition, other chapter activities will need to be developed to successfully organize the DECA chapter and promote the DECA program.

CIVIC CONSCIOUSNESS

Activities in this area are designed to develop the members' awareness of the value of being active in civic projects. Civic activities are conducted by chapters to serve the school and the community. Projects range from campus improvement campaigns to participation in community-wide charity events. Many chapters sponsor or co-sponsor activities with the March of Dimes, Muscular Dystrophy Association, Heart Fund, United Way, and others. Activities of this nature offer a valuable service to the community and develop respect for the local DECA chapter.

LEADERSHIP DEVELOPMENT

Leadership development activities are designed to provide opportunities for members to participate as both leaders and followers. Such experiences enable members to develop competencies directly related to management, communications, human relations, and sales. Competitive activities, DECA conferences, and DECA project participation are all avenues which develop the leadership potential of chapter members. Such activities provide the "proving ground" for students to test their knowledge, skills, and ability with those of others. Recognizing individual achievement is only one objective of DECA competitive events and projects.

VOCATIONAL UNDERSTANDING

This category is designed to encourage participation in activities which will increase the members' understanding and competence in marketing and/or free enterprise. Most chapters provide meetings to enlighten their members' knowledge of various aspects of marketing. Guest speakers, panel discussions, and films are frequently scheduled for meetings, and many chapters take field trips to study specific problems relating to their classroom instruction.

SOCIAL INTELLIGENCE

Social activities are also a vital part of the DECA program; such activities demonstrate the social competencies necessary to succeed in the field of marketing. Chapters should provide recreation for their members. One of the original philosophies of DECA, as true today as ever, is to provide social activities to make up for the school functions members miss because of off-campus training. Socials can also be used to acquaint others with Marketing Education and DECA. Social activities become an important finishing touch to professional meetings.

CHAPTER ORGANIZATION

There are various activities which will need to be completed to insure the successful operation of the chapter. Examples of activities would include the proper submission of dues to state and national organizations, developing a Program of Work, participating in advisory committee meetings, etc. Also, projects involving the raising of funds may be necessary to provide for the successful operation of the chapter.

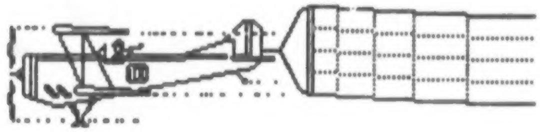
PROGRAM PROMOTION

In addition, activities should be planned and implemented to promote your chapter's involvement in any of the above activities and projects. Newspaper articles, radio and TV programs, recognition of DECA Week, and student recruitment activities are just some of the activities chapters may initiate to promote the DECA program.

Special Events to Publicize Marketing Education and DECA

The following activities are designed to help you organize and carry out a successful promotion of your Marketing Education program and DECA chapter. Many of these suggested activities may be used during National DECA Week.

1. Sponsor a ballon lift-off; small ones carrying messages or hot air balloon with outside message.



2. Invite speakers to classes.

3. Invite successful alumni to speak to an identified group about the advantages of Marketing Education. What has it done for them?

4. Post announcements of activities on door to the Marketing Education room and in the school's daily bulletin or for daily PA announcements.

5. Sponsor an open house for parents, other students, and faculty. Have students provide demonstrations of what types of activities transpire in the Marketing Education classroom.

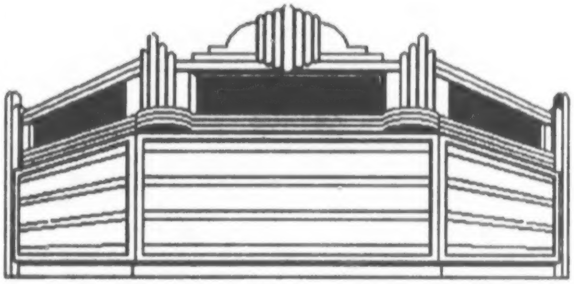
6. Send letters to parents telling of students' progress at training stations, in the class, and the DECA chapter. Parents enjoy hearing from teachers about the success of their son/daughter.

7. Either the coordinator or the students, or a combination of both give a speech at a regular monthly/seekly meetng of a civic organization.

8. Have the students conduct an "on-the-street" vocationally related interview asking people their views on vocational education. This could also be conducted on the campus of the school asking for the reactions of the staff and students. This could serve as a recruitment aid for your program.

9. Publish a newspaper supplement.

10. Contact local businesses and mall associations to have marquee announcements. Most schools have marquees, too, on which you could post announcements.



11. Sponsor an Inter-Vocational Student Organization Activity.

12. Conduct a student exchange day in which the students in your program would trade vocational classes with another student. This could be done for several days so that a student would have the opportunity to experience more than just one other program.

13. Conduct a poster contest for who can design the best poster depicting Marketing Education in action.

Congratulations!

14. Feature the outstanding accomplishments of a student or a series of students.

15. Recognize outstanding/successful alumni through news articles.

16. Ask a local newscaster or reporter to come to a vocational education facility to do a news feature.

17. Identify students whose parents have graduated from a vocational program.

18. Present certificates of service or appreciaiton for cooperation and assistance to worthy community citizens.

Letters to the Editor
USA
20c

19. Release news articles stressing civic leaders' support.

20. Photograph students with elected officials or legislators.

21. Distribute to those training stations of your students a "We Employ Marketing Education Students" sign for display.

22. Sponsor marquee display, highlighting "Marketing Education."

23. Conduct a TV talk show interview.

24. Have a proclamation signed by the school district superintendent, your school's principal, the mayor, or governor.

25. Publish an editorial statement or editorial cartoon in a local newspaper.

26. Team current students with potential ones to explain program.

27. Prepare a fact sheet on economic return from program graduates to local community.

Announcing

28. Hang banners and signs throughout the school and community proclaimining National DECA Week.

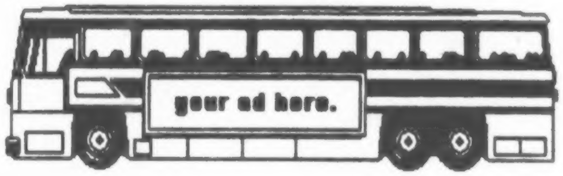
29. Show films and videotapes about the Marketing Education program and DECA.

30. Sponsor a continental breakfast for school faculty.

31. Construct an exhibit or window display around National DECA Week.

32. Sponsor trade fair on your campus for students to show what they can learn in Marketing Education.

33. Set up tables in shopping centers with flyers, posters, buttons supporting Marketing Education/DECA.


your ad here.

34. Encourage a local popular radio station to air forum featuring Marketing Education students.

35. Prepare stuffers about Marketing Education and DECA and ask local businesses to include these in their February customer billings.

36. Encourage radio and TV stations to run public service announcements recognizing National DECA Week.

Outline For Presentation on Marketing Education

Opening Remarks

1. Who is/are the Marketing Education teacher-coordinator(s)?
    - Qualifications possessed by teacher-coordinator(s)
2. What is the total job of the teacher-coordinator?
    - Teaching
    - Coordination of on-the-job training component
    - Career guidance
    - Public relations
    - Operation and administration of program

Description of Marketing Education

1. What is Marketing Education?
    - Three part program--On-the-job training component, classroom instruction, DECA
    - Describe marketing classes offered at your school
    - Number of students enrolled in Marketing Education at school, in state and nation
    - How grades are determined (in class; on-the-job)
2. Why do students take Marketing Education?
    - Career development in marketing
    - Marketing Education fills a need! Over 1/3 of all jobs are marketing-related
    - Learn while they earn if involved in on-the-job training
    - DECA participation
3. How are students selected for Marketing Education program?
    - Occupational objective or career interest in marketing
    - Good attendance and school record
    - Demonstrated sense of honesty and reliabililty
    - Ability to benefit from training
4. What are student's responsibilities?
    - Rules and Regulations
    - Attendance and tardies
    - Classwork

Description of Marketing Education Curriculum

1. Marketing Education is a vocational program
    - Students learn by doing
    - Use of role-playing and other simulated activities in the classroom
    - Describe competency-based approach to learning
2. What is involved in on-the-job training?
    - Occupation areas in which students may work
    - Types of typical training stations
    - Where do current students work

3. How is the training station selected for cooperative work students?
    - Ability to provide training consistent with student's career objective
    - Ability to provide variety of supervised learning experiences
    - Willingness to cooperate with student trainee and coordinator to develop and follow a training plan
    - Willingness to participate in periodic evaluations of student-trainee
    - Willingness to accept responsibility for training

4. What curriculum units are covered in the classroom?

5. How does classroom instruction correlate with on-the-job training and DECA?

6. Give examples of project your DECA chapter has completed in the past.

Seek support of group

1. How do parents become involved or provide support to the Marketing Education program?
    - Provide transportation on field trips or DECA activities
    - Being chaperones

2. How can businesspeople get involved?
    - Serving as a member of the Advisory Committee on local or state level
    - Appear as guest speaker
    - Serve as a judge in DECA activities
    - Tell others about Marketing Education program
    - Provide finacial support for DECA--sponsor state DECA competitive events, etc.

3. Encourage their involvement

Sample Mayor's Proclamation

WHEREAS, the Congress of the United States and the State of North Carolina have recognized the growing and imperative need for Vocational Education and have provided broader concepts of vocational, career, and manpower education to prepare individuals for work; and

WHEREAS, Through the increased emphasis in reaching out to prepare individuals to enter employment, many programs ares now available to assist individuals in reaching their occuaptional goals; and

WHEREAS, The American Vocational Association, by representative assembly, has established the second week of February as "Vocational Education Week" and is supported by North Carolina vocational groups in this endeavor; and

WHEREAS, That week in February has been set aside by proclamation of the governor of North Carolina as Vocational Education Week; and

WHEREAS, The ultimate success of this endeavor rests with each and every individual who is concerned with providing training opportunities through a comprehensive educational curriculum for all students; and

WHEREAS, Vocational Education serves secondary and postsecondary school youth, as well as adults, assisting them to determine and reach their occupational goal;

NOW, THEREFORE, I ____________________, Mayor of the City of

____

do hereby proclaim February _____, 19___, as

VOCATIONAL EDUCATION WEEK

in the City of ____________________, and urge all citizens of this great community to visit their local schools and make themselves better acquainted with the vocational education services offered by these institutions to benefit each citizen.

(Seal)

IN WITNESS WHEREOF, I have hereunto
set my hand and caused the Seal of the City of
____________________ to be affixed this
_____ day of February, 19 ___.

____

Mayor

Broadcast Media Tips

FOR RADIO

Get submission guidelines from program director.

Time spot announcements. Use simple, descriptive words that form pictures, give dimension and color. Radio reaches only the ear and the listener must be able to sketch in his/her own mind the picture you are trying to create.

Submit several copies of all material on paper that doesn't rattle--and make sure the last one is as legible as the first. Prepare outline/sample questions in advance for interviews. TYPE EVERYTHING.

Get instructions on the proper distance from the microphone that you are to speak. Speak with conviction; tell it like it is. Avoid any extraneous noise.

Conclude with a special appeal for action. for example: support DECA, visit local marketing program, etc.

FOR TELEVISION

Make first contact 4-6 weeks ahead of the event. Submit all program copy to the contact person as far in advance as possible.

Check with the program or news director on the kind of slides, films, videos, and photographs which can be used to best "demonstrate" your message. Make sure copy is written to accompany such visual aids. Provide one slide or photograph for each 10 seconds of time.

Personal appearance will be of vital importance to the success of your presentation. You should wear a DECA blazer, but if this is not possible, wear suits or dresses in color (neither black nor white photographs well). Avoid contrasting patterns. Keep jewelry simple and uncluttered. Women should avoid heavy makeup.

Possibilities for Presentations

--interviews, panel discussions, and demonstrations related to DECA's competitive event program, specific DECA projects completed by your chapter, National DECA Week etc.

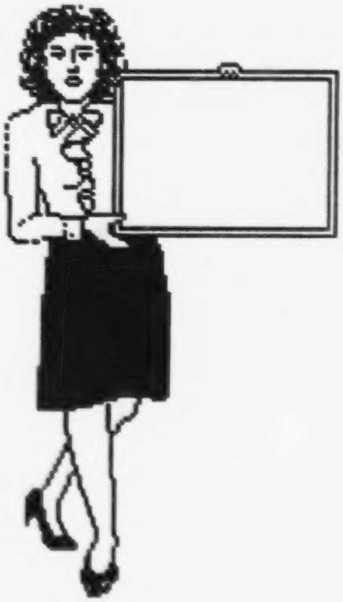
--short videotaped "features"

--spot announcements accompanied by slide presentations

--"personality" spots on DECA officers and award winners

--DECA related news stories

--editorials



Sample Radio Scripts

Possible scripts for radio spots appear below. You will probably want to develop spots that are specific for your community, but these should serve as a guide.

The state of North Carolina is observing National DECA Week February _____ to _____. This is the time for young people to investigate the many rewarding careers available in marketing, merchandising, and management. Check with your Marketing Education teacher-coordinator at (name of school) to learn how you can combine classroom learning, club activities, and practical business experience for a successful career in marketing.

Young people who are wondering what career to pursue should check into Marketing Education training. Marketing Education is the popular high school course that offers training in marketing, and provides the opportunity for on-the-job training. Check with the Marketing Education teacher at your school to learn more about this exciting plan. Do it NOW--during National DECA Week, February _____ to _____.

If you like to work with people, you should investigate Marketing Education training--the school course that prepares you for careers in marketing, merchandising, and management. Ask the Marketing Education instructor at your school how this interesting subject will help you train for a satisfying, well-paid career.

D-E-C-A, which spells DECA stands for the Distributive Education Clubs of America and involves over two hundred thousand young people who are enrolled in Marketing Education classes. They are studying part time and working part time, as they prepare for careers in marketing. Ask the Marketing Education coordinator at your local high school how YOU can get in on this exciting program.

This week Station __________ is happy to salute National DECA Week. DECA--which stands for the Distributive Education Cubs of America. DECA is an educational youth organization which plays a vital part in the school's Marketing Education program. DECA members are planning careers in marketing, management, and merchandising. If you are interested in an exciting and rewarding career, check with the Marketing teacher-coordinator at your local high school.

Activities

1. Word Search
2. Word Search Key
3. Quiz: DECA Orientation

Word Search

Find the words below in the puzzle and circle them.

advisor
blue
CBCE
chapter
DECA
tagline
diamond
gold
officers
marketing
master employee
vocational
New Dimensions
Frederick Williford
package
Reston
supervisory

A M I J G O L D R F Z L M D F
E E Y O L P M E R E T S A M R
I D Q R D I V I S I O N S P E
Z R E T E T E T I M O O Q I D
O T F I N A L S R T T C D E E
N E W D I M E N S I O N S Z R
A B C E L E D E F H R U G P I
H J K C G M R C H A P T E R C
E V W A A G N I T E K R A M K
V W E S T E R N R E G I O N W
I M P R O S I V D A A B F C I
T V O C A T I O N A L R F T L
A C E I I S N P V U S I I L L
R B D F O H J L E N O P C R I
E A S R E D A E L M Z L E R F
P F Y I J L P M O N I Q R V O
O Q P A C K A G E V R W S A R
O C F I L O R V D N O M A I D
C B C E A D K N R H V W Z X X

WORD SEARCH KEY

A M I J G O L D R F Z L M D F
E E Y O L P M E R E T S A M R
I D Q R D I V I S I O N S P E
Z R E T E T E T I M O O Q I D
O T F I N A L S R T T C D E E
N E W D I M E N S I O N S Z R
A B C E L E D E F H R U G P I
H J K C G M R C H A P T E R C
E V W A A G N I T E K R A M K
V W E S T E R N R E G I O N W
I M P R O S I V D A A P F C I
T V O C A T I O N A L R F T L
A C E I I S N P V V S I I L L
R B D F O H J L E N O P C R I
E A S R E D A E L M Z L E R F
P F Y I J L P M O N I Q R V O
O Q P A C K A G E V R W S A R
O C F I L O R V D N O M A I D
C B C E A D K N R H V W Z X X

Quiz: DECA Orientation

1. The four points of the DECA Diamond stand for:

   a. ______________________

   b. ______________________

   c. ______________________

   d. ______________________

2. The official publication of the N. C. Association of DECA is ______________________.

3. The DECA tagline is ____.

4. Define the following:

   a. DLC

   b. DOT

   c. DCEC

   d. CDC

5. Where will the State Career Development Conference be held this year?

6. Where will the National Career Development Conference be held this year?

7. The N C Association of DECA is divided into how many districts?

8. In which district is your DECA chapter located?

9. The colors of DECA are ______________________ and ______________________.

10. National DECA is divided into __________ regions. North Carolina is located in what region?

11. What is the name of the national DECA publication?

12. List any five DECA competitive events that members may enter on the district or state level.

    a. ______________________

    b. ______________________

    c. ______________________

    d. ______________________

    e. ______________________

MATCHING

_____13. FBLA

_____14. DECA

_____15. HOSA

_____16. FHA

_____17. VICA

_____18. FFA

a. I'm enrolled in vocational agriculture and I'm a member of what vocational student organization
b. I'm enrolled in home economics and I'm a member of what vocational student organization
c. I'm enrolled in health occupations and I'm a member of what vocational student organization
d. I'm enrolled in accounting and I'm a member of what vocational student organization
e. I'm enrolled in marketing and I'm a member of what vocational student organization
f. I'm enrolled in drafting and I'm a member of what vocational student organization

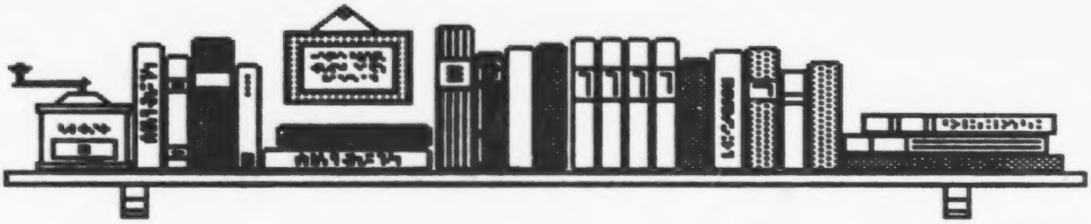
TRUE/FALSE

T F 19. To protect the rights of each individual is one of the purposes of parliamentary procedure.

T F 20. A package is located in the middle of the DECA Diamond.

T F 21. Any student enrolled in any Marketing Education class is eligible for membership in local, state, and national DECA.

T F 22. North Carolina was among the original charter member states of DECA.



Bibliography

The following materials may be beneficial in orienting students to DECA and participation in competitive events. They are available from DECA Related Materials.

Student Training Guides

Includes sample role play events, sample tests, competencies in easy check-off format, and preparation tips for competition. Available for each of the following occupational categories. (Cost, $5.00 each)

Apparel and Accessories Marketing, ME
Apparel and Accessories Marketing, SL
Finance and Credit Services
Food Marketing, ME
Food Marketing, SL
General Merchandise Retailing, SL
General Merchandise Retailing, ME
Advertising and Display Services

Mock Series Handbooks

Includes sample events used at previous National DECA Conferences. A handbook is available in each of the following occupational categories. (Cost, $8.00 each).

Apparel and Accessories Marketing
Finance and Credit Services
Food Marketing
General Merchandise Retailing
Advertising and Display Services

Comprehensive Exams

Sample exams used at previous National DECA Conferences. Available for each of the occupational categories. Cost of each test is $5.00. Tests are also available on software for Radio Shack, IBM, and Apple Computers for each occupational series. Cost of each disk is $15.00.

National Competitive Written Event Winners

Each year National DECA publishes the winners of the previous year's written event competition. (Cost, $7.00 each)

Below are listed other materials which could be beneficial to organizing and operating a successful DECA chapter.

Utilizing Entrepreneurial Events ($7.50)

Leadership Development/Officer Training Handbook ($15.00)

The Merit Awards Program Handbook ($6.00)

Merit Awards Program, Transparency Series ($10.00)

A Program of Action for DECA Activities ($3.50)

Introduction to DECA, Transparency Series ($15.00)

Guide for DECA Chapter Officers ($6.00)

National Career Development Conference Slide/Tape Presentation ($25.00)